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PROMISE AND POSSIBILITY, A REPORT ON THE DISTRICT 11 SPECIAL PROJECT, 1960-64.
CHICAGO BOARD OF EDUCATION, ILL.

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THIS REPORT DESCRIBES A SPECIAL PROJECT IN SOME DISADVANTAGED PUBLIC SCHOOLS IN A CHICAGO SCHOOL DISTRICT. OVERAGE, UNDERACHIEVING ELEMENTARY SCHOOL PUPILS WERE OFFERED YEAR-ROUND SPECIAL INSTRUCTION AND AN AFTER-SCHOOL PROGRAM WHICH PROVIDED VOCATIONAL SKILL TRAINING, CULTURAL ACTIVITIES, AND PART-TIME JOBS. THE PRIMARY GOAL OF THE PROJECT WAS TO DEVELOP AN EFFECTIVE EDUCATIONAL PLAN TO REDUCE THE NUMBER OF OVERAGE STUDENTS, IMPROVE THEIR PERFORMANCE, AND INCREASE THEIR POTENTIAL FOR HIGH SCHOOL WORK AND/OR VOCATIONAL TRAINING. ALL OF THE OVERAGE STUDENTS IN THE DISTRICT WERE CONCENTRATED INTO UPGRADED CLASSES IN THREE SCHOOLS. INCLUDED IN THE PROJECT WAS A PARENT PROGRAM WHICH CONSISTED OF ORIENTATION MEETINGS, SPECIAL CLASSES TO UPGRADE JOB AND COMMUNICATION SKILLS, LEADERSHIP TRAINING, AND COUNSELING OF VARIOUS KINDS. THE REPORT OUTLINES THE INSTRUCTION OF THE OVERAGE STUDENTS AND OF SOME TEENAGE DROPOUTS, AND DESCRIBES THE STAFF, ORGANIZATION, AND ADMINISTRATION OF THE PROJECT. THE EFFECTIVENESS OF VARIOUS ASPECTS OF THE PROJECT IS ALSO DISCUSSED. (NH)

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PROMISE AND POSSIBILITY

A REPORT ON THE DISTRICT 11 SPECIAL PROJECT
1960 — 64

CHICAGO PUBLIC SCHOOLS

UD004354

Benjamin C. Willis
General Superintendent of Schools

Board of Education

City of Chicago

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PROMISE AND POSSIBILITY

A REPORT ON THE
DISTRICT 11 SPECIAL PROJECT
1960-64

CHICAGO PUBLIC SCHOOLS

UD004 348

BENJAMIN C. WILLIS

General Superintendent of Schools

BOARD OF EDUCATION
CITY OF CHICAGO
August 1965

October 28, 1965

Dear Dr. Heald:

Herewith is presented the Report on the Special Project in District 11 of the Chicago public schools.

At the inception of the Project in June 1960, primary emphasis was placed upon seeking ways to increase the self-respect and opportunities for advancement of boys and girls 14 years of age and over who were still in elementary schools in District 11.

Today many interrelated programs which had their roots in the day-by-day experiences in the Special Projects are common teacher-learning practice in Chicago public schools throughout the city.

The after-school reading classes are a case in point. The Special Project was their testing ground in 1961; in May 1965, there were 222 schools, located in all parts of the city, conducting 1,394 after-school classes in reading for 25,539 children. For children of cultural advantage as well as those of disadvantage, the Special Project has reaped a rich harvest in raising the aspirational, educational, and vocational levels of Chicago's school children and youth.

To appraise the success of the Special Project is to recount its contribution to the progress of the Chicago public schools.

Sincerely yours

Benjamin C. Willis

General Superintendent of Schools

BCW'jp

Dr. Henry T. Heald
President
Ford Foundation
477 Madison Avenue
New York, New York

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Sincere appreciation for his valuable contribution to the preparation of this report is expressed to Dr. Lester W. Nelson, Former Associate Director of Education, Domestic Programs, of the Ford Foundation.

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PART ONE

THE SPECIAL PROJECT: AN OVERVIEW

I

INTRODUCTION

This report has three purposes. First, it describes a complex of circumstances and conditions, widely prevalent in each of America's great cities, including Chicago, beyond the control of the public schools, which have effectively limited for large numbers of young people the opportunity for them to receive an education according to their needs. Second, it describes a series of related efforts by the Chicago public schools in District 11 to alter the circumstances and conditions which have blocked this opportunity for young people. Third, it reports in straightforward and nontechnical form the results of these efforts over a period of four and one-half years from September 1960 to June 1965.

The report has been titled Promise and Possibility because the Chicago public schools have a firm commitment to the belief that every human being, regardless of his inherited personal traits and culture or previous experiences, holds the promise of becoming an educated individual. This belief shares the schools' commitment to a second belief; namely, the possibility of achieving individual promise through changes in the circumstances and conditions under which young people "go to school." In brief, this report emphasizes the crucial importance of efforts to remedy the conditions under which young people learn if individual potential is to be attained. In this respect, it focuses attention upon remediation of institutional structure, procedures, and resources rather than upon remediation of the individual.

II

STATEMENT OF THE PROBLEM

The basic problem under attack by the District 11 Special Project, stated in simplest terms, has been to improve the learning and extend the span of learning of young people who, in the light of past experience, were leaving school and abandoning further education before achieving a minimal education.

In more amplified terms, the problem may be stated in other ways. Most frequently it has been referred to as the problem of "the dropout," "the potential dropout," "the overage underachiever," "the out-of-school, unemployed youth," "the unmotivated," "those with limiting backgrounds."

The circumstances and conditions within which the problem existed in clearest form and greatest frequency may be described from three points of view. The family background most commonly reflected limited formal education of parents, limited economic status, limited educational aspirations for children, meager resources for learning in the home, above-average number of children, high family mobility, and frequent unemployment. The neighborhood or community environment most commonly represented conditions of human congestion, poor or deteriorating housing, limited open space and recreational facilities, substantial unemployment, above-average incidence of crime and delinquency, few community organizations, and limited indigenous leadership. The schools attended by these young people commonly suffered from the pressures inflicted by the reflection of the results of impoverished home and congested community conditions and of high pupil turnover.

Resources and special talent, which are available to schools in upper middle class suburbs, cannot be provided with the funds available to city schools. This fact becomes clearly evident when one understands that the per-pupil assessable tax base in Chicago stands at approximately $19,000 as contrasted with well over $100,000 (in some instances, $200,000) in some suburbs.

It had long been recognized that many young people coming from family backgrounds as described and living in neighborhoods as described were likely to be in the front rank of potential dropouts and equally unlikely to achieve a minimal education. In the great cities, a conservative estimate placed the number of youth who would fail to achieve a minimal education at a fifth of all youth and, in the most disadvantaged areas of the large cities, the estimate frequently rose to fifty percent.

The minimal education required by every individual in today's increasingly technological society was conceived as demanding "an individual level of developed intelligence and acquired skills requisite for some kind of useful, socially acceptable, and gainful employment." It was conceived further that a minimal education must also include "the development of abilities and motivations requisite for subsequent upgrading of initial skills and the acquisition of new skills."

The stark facts of individual and societal failures, as they relate to the "last quarter" of America's youth, were all too clearly revealed in the terrible price being paid in human frustration, loss of dignity, chronic dependence, welfare costs, police functions, and public health. There was no doubt in the minds of those who conceived the various kinds of attack on the problem that this price was far greater, in the long run, than would be the case if some additional staff and financial support were available to be used in imaginative educational programs; and further, that whatever might be the other accompanying conditions of life, the individual who lacks motivation and the skills required to make him eligible for gainful employment, on which economic independence and upward mobility so largely depend, cannot be a "free man in a free society."

It was not difficult to identify the problem in a total sense or indeed to describe the circumstances and conditions within which the problem had been born, gained its nourishment, and expanded its scope. It was quite a different matter, however, to determine how best the schools might proceed in their attack on the root causes. It was recognized that, although ultimate solutions required massive mobilization of all the resources of society--economic, political, educational, public, and private--it was clearly beyond the existing resources and available talent of the schools alone to launch such a massive attack. At the same time, it was firmly believed the schools could (and should) exert their most imaginative efforts in a sustained, intensified attack on those aspects of the problem deemed most likely to produce significant results and to find their strongest support in the unique resources and experience of the schools.

The challenge imposed by the necessity to choose between several sets of alternatives, was, in itself, a unique problem. These alternatives existed in many forms, none of them simple, each of them involving both values and tactics--the choice between a comprehensive approach or a more limited and selective approach; the choice between the idealized possibility and practicable probability; the choice between a more concentrated attack in a limited number of selected schools and a more diffused attack in many schools; the choice between an attack involving all levels of the school system and one concentrated at selected levels; and others.

A further problem, involving critical decision, also presented itself. If it were decided to limit the project to selected schools, should these schools be those serving youth where "circumstances and conditions" were most adverse or should they be schools where the root causes of the problem, though clearly present, were less acute.

Having identified the larger problem of overall need and having confronted the problem of alternative choices, the following basic decisions were made. It was decided:

1. to attack the problem(s) of overage, underachieving boys and girls in the elementary schools--initially confined to those who were 14 years of age or older but subsequently extended to those who were 11, 12, and 13 years of age and seriously retarded in their progress
2. to limit the numbers of schools and the numbers of boys and girls involved in the Project to those for which necessary resources for project support could be assured, either through local budgetary funds or through grant
3. to select the schools to be involved from a single administrative district in which the fundamental causes of disadvantage existed in acute form
4. to conduct the Project on a twelve-month, year-round basis
5. to develop the Project on both an in-school and after-school basis
6. to develop Project activities primarily affecting boys and girls concurrent and interrelated with activities directed to parents and the family environment.

It was also decided that the Project should be regarded as a demonstration rather than a highly-structured research effort, primary emphasis to be placed upon action, development, and evaluation rather than upon research design. Later in 1961 an experimental design was worked out and applied to the Project. This basic decision was accompanied by the expressed intent that those aspects of the Project yielding most significant results and greatest promise would become a part of the regular program of the Chicago public schools.

III

OPERATIONAL PLAN

In keeping with the general decisions on overall policy, outlined above, it was decided that the Project should be located in District 11. This subdistrict was one of the seven subdistricts in Chicago (out of a total of twenty-one districts) identified as being in greatest need of special educational efforts. In terms of the three key factors used for identifying districts most in need, District 11 ranked #21 (lowest) in median family income ($3,948); it ranked #15 in median years of school completed by adults (9.1 years); it ranked #14 in the percentage of overage pupils in the elementary schools. Clearly, on the basis of these factors, as well as the general knowledge of the district, sizable areas of District 11 possessed all of the major, identifiable characteristics which limit learning and intellectual motivation. The problems were acute.

Lack of what is usually considered standard or normal progress in school, in Chicago as elsewhere, is more frequently evidenced by overageness in pupils than by any other single criterion. Many reasons account for overageness, most commonly a combination of factors contributing to each individual case; but, whatever the basic reason, the failure of the individual to make the usually expected progress in learning is cause enough for special educational attention. In District 11, one of every three elementary school pupils (33.3 percent) was overage; that is, at least one out of every three elementary school pupils was one chronological year older than normal expectancy for his grade.

It was determined that the primary goal of the Special Project in District 11 would be the development of a more effective plan for the education of overage elementary school pupils. In September 1960, there were 1,137 elementary school boys and girls in 13 elementary schools, each of whom was 14 years of age or over and each of whom, under normal progress in school, would then have been in high school. Of that number, approximately two-thirds (716) had not yet attained eighth grade status.

Basically, it was believed that any more effective plan for the education of overage elementary school boys and girls should demonstrate that effectiveness in several ways and to significant degree. This demonstration, it was reasoned, should give convincing evidence that: (1) The total numbers and percentages of overage boys and girls in the elementary schools has been significantly reduced. (2) Improved individual performance in the elementary school leads to entry in high school or to work experience with eventual high school graduation or continued education of some organized character. (3) The capacity of the elementary school program to help boys and girls to levels of attainment adequate for undertaking high school work has been increased.

During the first school year of Project operation (1960-61), emphasis was focused exclusively upon boys and girls in eight elementary schools of District 11, each of whom was 14 years of age or older and overage for his grade placement. The program for these pupils consisted of an in-school program and an after-school program.

The in-school program concentrated the overage pupils from eight elementary schools into three schools, thus enlarging the actual and potential numbers of such pupils in each of the three schools and providing greater flexibility for grouping and subgrouping. Classes were organized on a nongraded basis and generally limited to 30 pupils each. Selected teachers were assigned to these classes and in 1961 an assistant principal in charge of instruction was assigned to work with the teachers. A full-time counselor and a full-time social worker were assigned to work with pupils and their parents; also added were the part-time services of a librarian, shop teacher, physical education teacher, teacher-nurse, and psychologist.

Base groupings and subgroupings were initially determined primarily on achievement in reading and arithmetic, mental ability based upon group tests, and teacher judgments. Subgroupings, ranging from one to ten or more, determined by current needs and progress, reduced the achievement span within the group and facilitated the development of a skilled program tailored to provide for individual differences. Unit activities in social studies and in science provided many opportunities for developing communication skills as well as for teaching of content. Special emphasis was placed upon independent learning activities and, for all, shop activities, music, art, and physical education were a part of the program. In all of the in-school program, major emphasis was placed upon the development of motivation to participate in classroom activities and in the after-school phase of the program, and also upon the opportunity to move on into high school as soon as their skills warranted it.

The after-school program focused upon a number of interrelated activities, the most important of which follow:

> shop classes teaching vocational skills and development of proper attitudes toward work
>
> cultural group activities offering opportunity to broaden individual experience through participation in band, chorus, art, and dramatics
>
> part-time work in jobs created by staff members in cooperation with local business and professional interests, providing opportunity to experience the satisfactions of responsible work
>
> counseling and guidance as well as information for parents, pointed toward planning and efforts to improve their communication and vocational skills
>
> efforts to develop leadership at the neighborhood and the community level through work with parents, existing community groups, and new community groups

To staff the after-school program, the Project assigned full-time counselors for youth activities, adult activities, vocational guidance, and for part-time employment. In addition, a full-time home economist was assigned to do field work with parents and also work with girls in the after-school program. The more organized instructional phase of the after-school program was staffed by regularly certificated teachers.

On the basis of the work with the children during the initial year of the Project, both the in-school and the after-school programs were continued, and major expansion of the program was undertaken in the following three areas.

Area I. The in-school program was expanded in order to reach the undermotivated underachiever at an earlier age. Included were 11-, 12-, and 13-year-old boys and girls who were overage for their grade placement. Special classes were established for these pupils in their home elementary schools. The instructional program for these 11-, 12-, and 13-year-old boys and girls was modified along the same general lines as had been the case for 14-year-olds, with differences appropriate to the younger group.

Area II. The after-school program was expanded to include the 11-, 12-, and 13-year-olds as well as the 14-year-olds, in order to reinforce the motivation of the in-school program, provide cultural and social experiences, and reach larger numbers. More specifically, this expansion of numbers and age ranges was designed to make possible:

an expanded range of activities and experiences

participation in existing youth programs (4-H, settlement houses, and school social centers) and provision for school facilities for such activities

assistance in finding and developing youth leadership personnel

opening of a school library for study and recreational reading

operation of an after-school reading clinic.

In addition, for the 14-to-16-year-olds who were overage for grade placement, a number of program improvements were initiated including increased emphasis upon developing communication skills, training in the low-order job skills in existing vocational shops, and placement of pupils in part-time work opportunities in the community.

From this work-study plan evolved the first education and vocational guidance center, opened at the Drake School in January 1962. A description of the goals and program of the center is included in another section of this report. Within a year, the center had had such beneficial impact that six other centers were opened in other parts of the city.

Area III. The program was expanded to work with parents in three major ways:

> monthly meetings with parents in class groups to initiate and develop better understanding of the program and to advise with parents concerning how best to help their children's in-school learning through out-of-school activities
>
> special classes for parents (long-term and short-term) designed to upgrade job skills; to improve communication skills; to teach the fundamentals of good nutrition and home management; to provide better understanding of children's behavioral problems; to furnish leadership training for broadened participation in community activities; to furnish information about various public agencies and use of their services; and to provide consumer education with emphasis on time-payment purchasing
>
> individual counseling and guidance of parents with reference to any of the facets of the program for boys and girls and to various aspects of the parent program.

Specifically, it should be noted that this second phase of the Special Project, beginning in 1961, represented a continuance of the first phase (1960) and a major expansion in both program and numbers. This expansion included the prospective involvement in 1961 of approximately 575 boys and girls who were 14 years of age or older and some 1,000 boys and girls who were overage 11-, 12-, and 13-year-olds. Essentially, the second phase included:

> the in-school program, designed in both phases to improve basic learnings and learning skills to a level warranting entry into high school
>
> the after-school program, designed to complement the improvement of intellectual skills by a comparable improvement in cultural, social, and economic understandings and skills
>
> the program for parents, primarily focused upon upgrading of skills, involvement in community affairs, and improved understanding and supportive assistance of parents in their relationship with their children. In all major phases of Project activities, it must be noted that the plans called for a "twelve-month, clock-around program."

Partial support for both Phase I and Phase II of the Special Project was provided by two grants from the Ford Foundation as a part of its Great Cities School Improvement grant-making program. The major additional costs of the Project, however, over its span of years were borne by the Board of Education of the City of Chicago.

IV

SCOPE OF ACTION

This section of this report outlines in general terms the most relevant procedures used in the Project with respect to the following areas of Project activity:

project administration and direction
institutional (school) participation
staff organization and responsibility
pupils
parents
community resources
evaluation.

With Respect to Administration and Direction of the Project

1. General responsibility for Project administration throughout was vested in a Director of the Special Project, together with one full-time assistant director.

2. Continuity of Project direction throughout was assured at all times in that role, even when the Director was appointed District Superintendent of Schools for District 11.

3. Responsibility and authority for making all necessary administrative and program decisions, within the general limitations of basic policy and budgetary allocations, was decentralized and vested in the Director's office.

4. Since all Project activities, particularly those of the in-school part of the program, were conducted in existing school facilities which also housed ongoing regular school programs, it was essential to establish effective, cooperative work relationships between the building principal and Project personnel. This was primarily the responsibility of the Director.

5. All personnel, professional and other, involved in any phase of the Project on either a full-time or part-time basis, were responsible to the Director and reported to the Director either through direct communication or through persons designated by the Director.

With Respect to School Participation

1. All elementary schools in District 11 having overage pupils within those categories with which the Project dealt were active participants in the Project, after the first year.

2. Participation by individual schools varied among the schools and varied from year to year. Decisions regarding the nature and degree of participation were made in accordance with the incidence of Project development, availability of resources, and the ongoing demands of the regular school program.

3. So far as possible, all Project activities were assumed by the Special Project staff and those teachers assigned to full-time classroom instruction in the in-school program. As a matter of policy, regular teaching and administrative personnel other than the principal involved in the school's ongoing program were not expected to assume responsibility for Project pupils or program.

With Respect to Staff Organization and Responsibility

1. Classroom instruction in the in-school part of the program was provided by specially selected and specially assigned, certificated teachers from within the Chicago public schools. The Project in-school classes of overage pupils were maintained at an average class size of 30--lower than classes in the regular, ongoing school program. In other words, the Project added full-time instructional staff, so that there were more teachers in relation to pupils than in the regular program.

   The class size of 30 has continued for the overage in-school classes. However, the class size for the overage young people in the education and vocational guidance centers was established at not more than 20 and has so remained. Great importance has been attached to one-to-one contacts possible with the smaller class size.

2. Instruction and supervision in after-school, Saturday, and summer programs were provided by specially selected, specially assigned, fully certificated teachers from within the Chicago public schools, most of whom served on a part-time basis, usually ranging from 6 to 10 hours per week. All of these staff assignments represented additions to normal school staffing practices.

3. Special professional personnel in specialist areas of the program--teacher-social workers, educational counselors, vocational guidance counselors, employment couselors, youth activities counselors, work-study counselors, home economists, parent education counselors, project evaluator--represented, in the main, net additions to staffing patterns of the regular ongoing program and, in fact, represented new types of positions to render new services.

4. Administrative personnel--director, assistant directors, assistant principals (working with classroom teachers)--represented net additions to normal administrative staffing patterns.

5. In large part, clerical and data-processing personnel associated with the Project represented net additions beyond normal practice.

6. Professional personnel engaged in Special Project testing, measurement, data collation and interpretation, and evaluation generally, represented net additions to normal staff provision.

7. In summary, it must be pointed out that the Special Project necessarily made its greatest investment in added personnel and extended use of time resources. This investment reflected the Project's commitment to the principle of more fully exploiting possibilities, expressed in the title of this report, Promise and Possibility.

With Respect to Pupils

1. The Project sought to identify all pupils in the elementary schools of District 11 who were significantly (one year or more) overage for their existing grade placement and to progressively include all such overage pupils in the Special Project.

2. Though limitations of budget support for the Project and other controlling factors made it impossible to involve all overage pupils initially, the goal of across-the-board inclusion was maintained as a high Project priority and, in each successive year, the scope of pupil inclusion was progressively broadened in three ways: extending the program downward to students who were chronologically younger but nonetheless overage for their grade placement; extending the program upward to include some dropouts; extending the comprehensiveness of the inclusion with respect to individual pupils.

3. The priority given to progressive expansion of the Project, as this pertained to pupil inclusion, was matched by two further Project priorities: flexibility in program development and development and utilization of both existing resources and new (latent) resources. These priorities are particularly relevant with respect to pupils since their application in Project development was based upon increasing knowledge about pupils, deepening appreciation of individual promise, keener insights regarding individual needs, and the growing knowledge, gained through experience, that such approaches paid rich dividends in individual pupil success.

4. A final consideration governing initial Project conception and subsequent development was to devise new (and better) approaches to individualizing instruction, under circumstances and conditions which continue to mandate group (even mass) forms of organization and instructional techniques for a substantial part of the total program.

With Respect to Parents

1. It was a basic tenet of the Project that, however ingenious and skillful the "school" might prove to be in its direct relationships with boys and girls, the true success of the Project depended upon parent understanding, parent participation, and cooperative parent support. Although this is axiomatic for all boys and girls, it was deemed to have unique significance in the case of overage boys and girls who, for a variety of reasons beyond their control, were confronted with

personal problems in learning of the most acute kind and who had the greatest need of encouragement and success.

2. It was further believed that typical and traditional relationships between the school and the home, and between professionals and parents, sometimes showed a tendency to become largely pro forma--designed to transmit information rather than establish meaningful communication--and tended to be limited to group activities rather than individualized relationships.

3. It was also believed that many parents--perhaps most--of boys and girls suffering from the circumstances and conditions resulting in overageness, given the opportunity, encouraged and assisted to understand better and help more, supported by competent and professional personnel, would respond to such opportunities.

4. Second, then, only to the priorities relating to boys and girls themselves, the Project determined to initiate, develop, and maintain as strong an effort to assist, encourage, and utilize parent participation as was possible.

With Respect to Use of Community Resources

1. The Chicago public schools had long recognized the tremendous wealth of resources existing within the City which could be used to extend, enrich, and improve the education of children. Many productive efforts, sometimes dramatic in character, gave confidence to the schools that such resources, both public and private, would be made freely available for the asking.

2. It was also recognized that, in general, although the schools had reached out and used community resources, two facts about these efforts stood out quite clearly: (a) Most such efforts utilized a group approach rather than an individualized approach. (b) Most such efforts for various reasons were geared to the needs of boys and girls who were "getting along well" in school. The major focus of effort had not been placed upon the possibilities of individualizing the use of community resources and of selectively probing for those resources which had unique contributions to make to the education of the in-school overage boy and girl.

3. The Project, in view of the above considerations, determined to systematically seek out, identify, and develop the use of those community resources which would appear to have potential for value to individual boys and girls and, particularly, those with whom the Project was centrally concerned--the overage pupil.

4. The inclusion as members of the Project staff of such persons as work-study counselors, employment counselors, home economists, and others, working in close 3-way relationships with pupils, parents, and community was the direct outgrowth of the above considerations.

With Respect to Evaluation

1. Everyone associated with the Special Project recognized the necessity and the desirability of having some kind of Project evaluation. The central question was what kind of evaluation.

2. Since the Project was not conceived or organized primarily as a professional research undertaking but rather as a developmental demonstration of possibilities for improving the education of overage, elementary school boys and girls, initially it was not considered desirable to apply any rigid set of "in-built, research design" procedures to the design of the Project itself. However, a design was later considered and set into the evaluation structure before the end of the first year.

3. It was agreed early that, in any final evaluation of the Project, the testimony and experience of knowledgeable persons--teachers, specialists, parents, and pupils--though essentially subjective in character, would be no less valuable than the supposedly more objective data provided by "hard statistics." It was decided that both types of evaluation should be used.

4. With respect to the securing, collating, processing, and interpreting of the "hard" data--whether obtained through testing or by other means--it was agreed that Project program decisions should not (and would not) be made on the basis of evaluation convenience or basic research interests but rather on the more fundamental principle of doing that which offered the most promise for attaining the main purpose of the Project. In this sense, evaluation was not a controlling determinant of program decisions.

5. Since evaluation was not to be a controlling factor in Project development, the evaluation staff was limited, in a practicable sense, to the use of such instruments, techniques, and procedures as seemed best to satisfy two criteria: (a) the availability of relevant data coming naturally from the program as it developed and (b) the use of such tests and other instruments as could be administered without redirecting or adversely affecting program development.

6. In the light of what has been stated above, the activities of the internal evaluation team also had to be largely developmental. Despite this limitation, however, persistent and imaginative efforts have produced a great quantity of data.

7. Although the Project later did make provision for a formal, external evaluation of the Project, even so, much that might be regarded as external evaluation emerged over the years from numerous discussions with those from outside Chicago and outside the Chicago public schools who were deeply interested in the Project and, in many instances, actively involved in the same or similar undertakings in other great cities across the nation.

One important aspect of the Project, particularly as it affected the in-school part of the program, has been the development of curriculum materials, specially designed for use with Project pupils. These materials, developed partly within the Project and partly in cooperation with the Department of Curriculum Development of the Chicago public schools, cover a widening range of subject matter. Among these materials are such content titles as the following:

The Newspaper
The Catalog (Credit and Installment Buying)
Achieving Economic Security
Developing Economic Competence through Occupational Information
Practicing Democracy through Citizenship Activities
Minding Your Manners.

Important as the curriculum improvement efforts have been to the Project pupils, space in this report does not permit a more extended treatment of them.

V

APPRAISAL AND COMMENTARY

Most persons reading this report will be interested in two questions:

(1) What was the Special Project designed to demonstrate?

(2) How well did the Special Project demonstrate its unique purposes?

Stated in simplest terms, the Special Project was designed primarily "to improve the learning and extend the span of learning of young people who...were leaving school and abandoning further education before achieving a minimal education." Specifically, the Special Project sought to demonstrate, in a series of interrelated ways, that the learning of overage, elementary school boys and girls could be significantly improved, accelerated, and continued beyond elementary school with success, through major changes in the "circumstances and conditions" under which learning experience takes place. If, as Dean Willard Olsen has said, "The quality of learning is a function of the presence or absence of desirable learning experience," changes in circumstances and conditions should be directed toward providing more and better and better-suited learning experiences. In a substantial way, the Special Project has been a demonstration of Dean Olsen's statement. The Project staff and others associated with the Special Project believe that the years of Project experience have provided substantial and significant evidence that it is possible for schools to advance the promise of individual boys and girls far beyond that which, under conventional procedures, has been possible.

On the basis of Project experience and the accumulated subjective and objective evidence, the Project staff has formulated the evaluative conclusions which follow.

Overall Organization and Direction of the Project

It is concluded that:

1. Within a large metropolitan public school system such as Chicago's, it is possible to organize and effectively administer a major special undertaking such as the Special Project, using as the base a group of schools concentrated in a single administrative district at least as large as District 11.

   Comment: Experiences from this Special Project would suggest that similar efforts in other administrative districts in Chicago could be tried; indeed, such efforts could prove feasible in other great cities with similar problems.

2. Essential continuity of leadership and direction in projects of this magnitude is critical to its success.

   Comment: Continuity of leadership and direction are highly desirable in practically all large-scale undertakings, assuming high quality of leadership. In a project whose vitality and value are so largely and closely tied to the developmental approach--demanding high flexibility and substantial administrative autonomy--continuity of leadership assumes a role of critical importance.

3. Large-Scale developmental programs, such as the Special Project, require substantial Project autonomy to make critical decisions and the substantial additions of critical staff personel essential to effective operation.

   Comment: In a developmental undertaking, lack of authority to make decisions or undue delay in making them, coupled with lack of adequate, competent staff, may be fatal to the enterprise. In either instance but particularly in a combination of both instances, leadership may become operational rather than developmental.

4. A great strength of the Special Project proved to be the participation in the Project of all the elementary schools in District 11.

   Comment: Progressively including all the district's elementary schools in the Project produced a number of highly desirable conditions, among which were:

   broadening the base of overage group total numbers

   widening the range of individual and group characteristics

   bringing the total elementary school structure into close contact with the program

   making it possible for each elementary school to share the residual advantages which the overage program conferred upon the regular ongoing program

   developing a broad base of classroom teacher understanding as support for the program

   disseminating promising Project practices to reach all teachers and pupils in the district.

Project Staff

The following conclusions were reached.

1. Reinforcement of in-school instructional staff through reduction of class size is crucial.

Comment: Class size of 30 overage boys and girls in the schools and class size of 20 in the education and vocational guidance centers were made administratively possible; smaller memberships were not possible. Compared to any significantly larger size of group, effective dealing with instructional problems of overage children would geometrically decrease the possibilities of individualization of instruction and, to that degree, defeat the purpose of the program itself. The individualized relationships between the classroom teacher and individual pupils were the single, most critical advantage to be guarded in an overage program.

2. Beyond increased staffing at the classroom instructional level, provision of adequate counseling and other special professional personnel is equally crucial.

   Comment: The Project would undoubtedly have been significant and might well have been regarded as successful if classroom teachers had been added without addition of special personnel or if the reverse had been the case. However, both kinds of personnel were added and the work of one complemented the work of the other. It is believed that failure to have had both would have reduced the effectiveness of the program geometrically; or, putting it in another way, making both personnel additions together doubled the productivity of each group.

3. Inasmuch as parent relationships to the Project and the reverse increasingly proved to be critically important in many individual cases, the integration of staff personnel working primarily with parents with the staff who worked primarily with boys and girls was a most salutary arrangement.

   Comment: There is no doubt that the sharing of experience between the two sides of program staff was highly significant. Both classroom teachers and those working with adults had the common bonds of the child and of the individual approach to share. Each brought new and important insights about processes and techniques to the other.

Pupils

The following results can be reported with supporting data:

1. Approximately 85 percent of all elementary school graduates from Special Project overage classes entered the receiving high schools or other post-elementary schools as freshmen and, of equal importance, remained in school.

   Comment: Time has not permitted any hard facts concerning the number or percentage of those entering high school who will graduate (or have graduated). It is clear, however, that the great majority of overage boys and girls graduating from elementary schools from the Special Project have entered high school and that they would not have finished elementary school or entered high school if there had not been a Special Project.

2. The degree of overageness in elementary grades has progressively declined in successive years of the Project.

   Comment: This decline in numbers and degree of overageness has been consistent and is reflected in the demographic data on elementary school populations and in the age-grade distribution of freshmen entering the receiving high schools. The relationship between the age at entrance to high school and the probability of the completion of high school makes this significant.

3. Of those graduating from the elementary schools from Special Project classes, approximately one-half reached high school one year earlier than would have been the case otherwise, and an additional seventh reached high school a half-year earlier.

   Comment: A detailed study of 259 cases, all graduates of the Douglas Elementary School, showed that 51 percent reached high school one year earlier; 16 percent reached high school a half-year earlier; 25 percent reached high school in the normally expected time but with improved achievement; while 7 percent and 1 percent remained a half-year or one year longer respectively in elementary school but achieved at a higher level. The hard evidence is conclusive on two points: (a) that approximately two-thirds of all graduates from elementary schools through Project classes accelerated entry into high school a half-year or a full year, and (b) that all these boys and girls, regardless of the degree of acceleration, graduated with significantly higher achievement.

4. Emphasis on communication skills and arithmetic in the in-school program, the after-school program, and the summer program produced conclusive evidence, based on tests and observation, that achievement in mastery of basic skills and their application improved at approximately double the rate which would have been the case had these pupils remained in normal school situations.

   Comment: The above fact correlates completely with the evidence on accelerated entry into high school, the increased numbers graduating from elementary school, the data on initial English class placements in the high school freshman year, the increased holding power of the elementary school and high school with respect to the overage pupils; and is further supported by the observations and experience of teachers.

5. The removal of seriously overage boys and girls from regular elementary school classes and their placement in the Special Project classes significantly reduced the age spread of those remaining in regular classes and, together with a corresponding reduction in the number and types of problems with which the regular teacher had to deal, contributed heavily to a marked increase in individualized attention and learning achievement in the regular classes.

   Comment: Not the least important outcome demonstrated by the Special Project is the fact that, although the Project concentrated its efforts on the overage groups of pupils, this fact served as a chain-reaction agent to relieve some of the critical pressures in regular classes, thus permitting a significant improvement for both overage and normal-age children. In this respect, the Special Project really had the effect of a general school improvement program.

6. For those pupils transferred to the Education and Vocational Guidance Center, the range of special services available there, together with the correlation of the Center's activities with those of the in-school and after-school program activities of the Special Project, provided a high degree of successful school placement and adjustment.

Parents

The following conclusions are regarded as most revealing.

1. Whatever may be the assumptions concerning parents of overage, non-motivated boys and girls, as a group, patient and persistent efforts by competent personnel to develop greater parent interest and participation in the education of their children reveals an encouraging and growing response.

   Comment: To be sure, the response of parents to the various Special Project opportunities for parent involvement did not affect the majority of parents, except in the in-school program. Nevertheless, the statistics on numbers of individual and group contacts between Project personnel and parents constantly grew as the Project continued. Perhaps the most important reasons for this were:

   > the real understanding, commitment, and competence of the special personnel who worked with parents
   >
   > the emphasis on individual relationships based on matters of active interest to parents
   >
   > direct, face-to-face and shoulder-to-shoulder working relationships between the two.

   If, as school people have said for so long a time, parent understanding and active assistance are essential if the school is to do its job well--if this be true--then it seems clear that the Special Project parent activities have demonstrated some of the ways through which to develop and capitalize on this possibility.

2. In the program activities for parents and with parents, it was clearly demonstrated again that, as between activities designed primarily for children and those designed primarily for parents, integrated relationship between the two reinforces both and gives vitality to each.

   Comment: This was demonstrated dramatically by the increase in direct face-to-face or telephone contacts between the teachers in the in-school and after-school programs with parents who also were participating in the parent program itself. The fact that both facets of activity were coordinate parts of one conception, were under the same leadership and direction, and were deliberately intended to be mutually reinforcing--this fact seems to have been of critical importance. It seems to suggest that parent education and the education of the child should proceed hand-in-hand, as it were, rather than merely co-existing but co-existing under two authorities.

3. In a broad sense, the parent activities of the Special Project, though geared to relatively simple and specific needs and problems largely centering around family concerns, really became an opening window through which to see more widely, wisely, and usefully the true role of the school in today's urban society.

   Comment: This was true not only for parents but also for Project staff. Although the Project did not attempt a direct, deliberate confrontation with it, the issue of the modern role of schools in the great cities lay just under the surface at many points. Those who may have seen the unique role of the schools as the identification, encouragement, and nurture of intellectual activity, rejecting the wider role implied by residual, social responsibilities, gained a somewhat different perception of the role of the school. For those who may have thought the schools should be prime agents for creating a new social order by direct action, an equally important change may have been taking place in their perception of schools as "places for children to learn."

   It would be unwarranted to place too great emphasis upon the extent to which the issue of the school's unique role was either identified or defined by the program. It is not unwarranted, however, to give clear indication of the clues which the parent program revealed with respect to an issue which has engrossed the thinking of educators for so long a time and which, currently, has made itself manifest in so dramatic a form across the nation.

Use of Community Resources

Two things merit emphatic statement.

1. The range and number of community resources on which the schools may draw for active participation in school programs are manifold.

   Comment: This conclusion stems from many experiences of the Special Project and its interrelated service extensions. It is well illustrated by the number and variety of part-time jobs secured by young people between 14 and 17, for instance. Again, it is illustrated at a different level by the kinds and numbers of placements available to trainees in the Hospital Service Training Program. In a different way, it is illustrated by the extent to which parents placed their home facilities at the disposal of the school in such activities as group meetings, the activities of the home economist. And, it may be illustrated in still another direction by the ready and effective ways in which both public and private organizations and individuals cooperated in making their unique facilities freely available in many ways.

To state the above is neither new nor dramatic. What approached the dramatic, however, was the extent to which so many of those resources were identified, opened up, and used by the Special Project.

2. *The identification and utilization of a wide range of community resources require persistent and priority efforts on the part of a person (or persons) for whom these are a major responsibility; otherwise, it is almost certain to be ad hoc in character, limited in extent, and temporary in duration.*

   Comment: If left to the spare-time efforts of the classroom teacher, the principal, the counselor, or the superintendent, the full possibilities for learning through the utilization of community resources may never be realized. Furthermore, it is unlikely that the identification and use [illegible] community resources will become an integrated and accepted part of the school's educational practices or philosophy when these activities flow merely from a temporary, *ad hoc* requirement, from a quite special interest, desire, or simply as a function of "good public policy and public relations."

Project Evaluation

Certain conclusions seem to be appropriate.

1. *Despite some differences of view on the matter, there is a strong consensus that the decision to have the Special Project be a demonstration project to be evaluated, rather than an opportunity for research, was the better decision.*

   Comment: The crucial importance of this decision lies in the fact that Project development was able to proceed on a flexible, developmental basis and to "swing with the punches" of change, as it were. Had this not been possible without violating an in-built research-oriented design, the dramatic and rapid changes occurring in District 11--new schools with resulting changes in boundaries, new public housing, population increase, and others--would have been virtually impossible to meet in the Project without serious attrition. Instability and change would have been disruptive to a tight research design, and such circumstances could have been severe liabilities whereas the Project, as a demonstration, could and did rapidly change and modify procedures to accommodate to the changed conditions and, in fact, frequently turn the vexations of a lack of stability into assets for the Project. This way of seeing the difference is of special significance in the face of the present facts and the prospective realities of a continuing and massive urban mobility. If the Project had not been able to proceed on a flexible, developmental basis, the Education and Vocational Guidance Center could not have come into being, nor could the Project have reached down to overage children at an earlier age, nor could the older youth out on the streets have been brought into the Project and been reclaimed. These represent gains of fundamental importance to the children and youth involved and to the community at large.

2. In assessing and evaluating the Special Project, systematically gathered and scientifically processed data have been of great value; but subjective observations and experiences of those who were actively involved in the Project and who had the perspective to relate to much broader backgrounds of experience have been of no less value.

   Comment: The purport of the above conclusion is to point up the importance of both approaches to evaluation, not to assert the priority of importance of one over the other. Happily, in the case of the Special Project, both hard data and subjective appraisal bring one to essentially the same conclusions on the major areas in which many conclusions are of paramount importance.

VI

GENERAL CONCLUSIONS

There remain some general comments to be made, which, though appropriate at earlier points in this report, are even more appropriate at this point.

Laying aside the matter of details and specific evaluation conclusions relating to details, some general conclusions are called for. It is the strong conviction of the Project staff that the Special Project demonstrated rather forcefully that:

> Overageness is not something to be accepted as inevitable for large numbers of boys and girls.
>
> Overageness is not primarily a function of innate and unchanging and unchangeable characteristics of the individual but rather a function of circumstances and conditions affecting the learning process.
>
> Overageness probably can be prevented in large measure and certainly can be greatly reduced by a combination of programs and procedures such as those of the Project.
>
> The oft-heard assertion that the "massness" of overageness in the great cities defeats attempts to deal with it effectively simply is not true.
>
> Given the will to really tackle the problem and the necessary increase in resources to make this possible, it seems reasonably certain that what has been demonstrated by the Special Project in District 11 can be moved from project status to program acceptance in District 11; similar staffing would probably yield equally good or better results in other areas, as has been the case in District 8, an area presenting population density and mobility problems similar to those in District 11. Another case in point is the growth in education and vocational guidance centers--from one in District 11 in 1962 to eight throughout the city in 1964.
>
> The total additional budgetary costs involved in such a program, large as they would undoubtedly be on a sustained city-wide basis, can hardly be weighted against the continuing and rapid escalation of costs involved in failing to do so--costs in human frustration, loss of dignity, permanent unemployability, dependence, antisocial behaviors, public health and institutional care--costs to which our affluent society now commits a large part of its resources to sustain instead of to eliminate.

If, in the largest sense, the commitment of our society is to the individual and to individual freedom and dignity, the demonstration given by the Special Project, as described in this report, Promise and Possibility, holds the high promise of broad possibility wherever the problems giving rise to the Special Project exist.

PART TWO

THE SPECIAL PROJECT: ITS DEVELOPMENT

VII

GOALS AND IMMEDIATE OBJECTIVES OF THE SPECIAL PROJECT

Goals	Immediate Objectives
Academic achievement commensurate with ability	. To discover the best possible ways to inventory and assess the potential talents, interests, and needs of children with culturally deprived backgrounds
	. To develop educational programs based on these abilities, interests, and needs
Exposure to cultural opportunities	. To bring immediate opportunity for active participation in the fine arts
Better utilization of school buildings and of the day school	. To determine efficient and economical patterns for reorganizing schools to accommodate the educational program designed for culturally disadvantaged children
	. To explore more flexible use of the school plant
Improved utilization of staff resources	. To discover what professional and nonprofessional staff resources are needed in order to make the optimum contribution to the education of culturally disadvantaged children and their families
Improved use of available instructional materials and equipment	. To analyze and demonstrate available instructional equipment and materials; to determine their suitability and adaptability, to locate and develop new materials, and to discover their best utilization in a program for the overage pupil
Improved parental capability and responsibility	. To learn how best to involve parents in assisting with the education of their children
Mobilization of community resources	. To learn how best to work with and use the various agencies and businesses of the community so that the community might become a laboratory for learning
Improved self-image and vocational competence	. To raise sights, instill self-confidence, motivate to economic achievement, and create positive influence for good citizenship

VIII

DEVELOPMENTAL STAGES OF THE SPECIAL PROJECT

In 1960 a survey of overage pupils in elementary schools in District 11 showed that there were 841 pupils of high school age whose achievement and grade placement was so low that they would not be able to enter high school that semester. It could be anticipated that these pupils would be unsuccessful in high school and would probably leave at the earliest legal time possible, age 16 years.

An inspection of the school records of these young people revealed, in addition to overage and underachievement,

delayed entrance into school
frequent change of school due to mobility of family
poor attendance patterns
poor use of out-of-school and leisure time
need for knowledge of social skills
lack of vocational and economic information
personal, health, and emotional problems
low self-esteem
low level of parental competence.

An entirely new pattern of organization of school experiences seemed imperative. At the end of the first school year, or July 1961, the Project had proved so successful that its work was extended downward to embrace pupils between 11 and 13 years of age who were overage in grade placement and was extended upward to actively involve in practical programs the dropouts in District 11.

Expanding horizontally, the Project embraced parent groups at all levels, community and business groups, and agencies of a local and citywide nature.

Programs for Overage 14-16-Year-Old Elementary Pupils

In classes of thirty, overage pupils were assembled from eight elementary schools in one center. Here, under the direction of a principal and a specially appointed assistant principal, bold, new classroom approaches were tried.

The newly identified population, according to their individual test records, had (a) a tested IQ range from 56 to 114 with a median of 83; (b) a median mental age of 12.3 for both boys and girls; and (c) a median chronological age of 14.3. Sixty-one percent of the males had a median reading level of 5.2 and a median arithmetic level of 5.7. The girls' median reading and arithmetic levels were 5.7. Forty-five percent of the total group lived with both parents and forty-three percent lived only with the mother. The median number of schools attended by the pupils prior to entering the Special Project was three. Ninety percent of the pupils had attended more than one school; one pupil had attended twelve schools; another had attended eleven. The children ranged in age from 14 to 17 years.

In assigning boys and girls to classrooms, major consideration was given to their achievement in reading and arithmetic, to their ability as indicated by group tests, and to teacher judgment of their performance. Subgroupings for reading and arithmetic, within each classroom further reduced the span of achievement in each instructional group and facilitated a skills program tailored to meet the pupils' individual needs.

Urban education activities with a social studies core provided for many reading, writing, speaking, listening, and arithmetic activities in addition to teaching social studies content. Units based upon the maturity, interests, and possible vocational aspirations of the pupils could be listed as "Installment Buying," "The Newspaper," "The Student Council," "Our Credit Union." Students learned the democratic processes of government through participation in an election in which they used a voting machine. As an outgrowth of "Our Credit Union," a bona fide student credit union was organized; this continues in operation, with an account at the local bank.

The establishment of a reading clinic within the school and a new approach to classroom instruction in reading, with teachers working in teams of three, proved highly successful. A materials and instruction center, weekly in-service training sessions for the teachers, additional use of resource persons from the central office and from the community, and individual and group meetings of parents resulted in major improvement in attendance, achievement, and attitudes toward school.

Working with the pupils on a part-time basis were a librarian, a shop teacher, a physical education teacher, and a teacher-nurse. Psychological service was available. Group and individual guidance and counseling, by a counselor from the Project staff, was a regular part of the school program.

Central to the in-school phase of the program was the motivation provided by the opportunity available to students to move into high school as soon as their communication skills warranted it and by the after-school and Saturday activities which, through four types of experiences, reinforced the school program. Meeting in Dunbar Vocational High School between 4 p.m. and 6 p.m., pupils participated in cultural, vocational, and work experiences classes, and special reading groups.

Cultural experience groups greatly raised the aspirations of students and modified their values and attitudes through involvement in band, art, and dramatic activities as well as through trips to hear concerts, to see museums, and to witness civic activities in progress. Many events were held in the schools--instrumental demonstrations, plays, and concerts. Parents participated in increasing numbers.

Vocational experience groups met in the Dunbar Vocational High School shops between 4 p.m. and 6 p.m. Students learned low-order skills in such areas as small appliance repair, gasoline station shop activities, wood products assembly line, typing and filing, sewing and alterations, home maintenance, good grooming, and other areas.

Work experience groups qualified for jobs by attending 8-session preemployment courses. Eighty-six jobs for elementary students were secured from businessmen who were willing to become involved actively in the educational program. The staff employment counselor had the sole responsibility for this activity.

In addition, the language arts laboratory attracted many students seeking to improve their achievements in reading. Such reinforcement of in-school learning enabled some pupils to graduate earlier and to enter high school with improved reading scores. Some pupils were able to enter high school with advanced standing in band and in shop. None of the pupils needed to be enrolled in the Basic English course or in Basic Mathematics.

It should be remembered that all after-school and Saturday participation was voluntary and noncredit-bearing. Yet 50 percent of the eligible pupil population participated regularly.

Programs for Overage 11-13-Year-Old Elementary Pupils

In order to secure the benefits of this program for pupils at an earlier age and thus to reduce damage resulting from failure, programs for younger children became a matter of increasing concern to staff.

Consequently, children of 11-13 years of age who were overage for their grade placement and in need of guidance for better use of after-school time were encouraged to enroll in Club-A-Rama, the local urban 4-H Club, and to participate in the various Club projects and activities--science, sewing, camera, cooking, and others. These were especially planned for the younger children. Each group had a parent and a teacher-sponsor; groups met in the home of a different child each month. Cash prizes awarded at Club-A-Rama became the initial deposits in a personal savings program at a local bank.

Special laboratory approaches to reading were tried in the after-school hours. Successful techniques in the after-school classes were adapted to classroom teaching during the regular school day in a minimum amount of time. Participants were pupils who were underachieving in skill subjects.

When a separate building was secured for pupils over 15 years of age, it was possible to enroll the 11 to 13-year-old pupils of low achievement and/or low grade placement in smaller-sized classes, formerly available only to the older group, and with the Special Project staff and program.

The Douglas School, the pilot school for Special Project classes, accordingly began to identify as "Special Project" pupils those who, at age 11, were already educationally retarded.

In 1963, a variation of this practice was extended to other schools in the district. This really is a nongraded program for pupils beginning at grade five, when the home elementary school still has four years to give intensive remedial help in school and when the Project, after school, can provide new motivation and improved self-images. Severe cases at ages 13 and 14 may enroll in the Special Project classes at Douglas, with parental consent.

It should be noted that the staff of the Chicago public schools realize that the place to begin such work is really with the preschool children. Recognition of the importance of reaching the individual as an individual may be seen in the fact that nongraded opportunities start in kindergarten and extend through grade 3 in all schools.

Programs for 16-21-Year-Old Dropouts

While work with the overage elementary pupil was progressing in school, after school, and on Saturday mornings, their late-teen brothers and sisters could be seen on the streets, in the pool room, or "hanging out" around school yards. An assessment of the extent of the dropout problem in the district would need to be made before remedial programs could be designed. With this in mind, a teen-age census was taken, using three sources of information:

> 23,000 pupils in the schools of District 11 (Each pupil completed a card for each 16-to-21-year-old in his family.)
>
> records of the Chicago Housing Authority projects in the district
>
> parent volunteers who had canvassed in a door-to-door survey.

A card file on each reported teen-ager was set up which contained name, address, telephone number, and pertinent data. Census information revealed that 1,687 of the group had dropped out of school and that, of this number, 63 percent or 1,069 were out of work. The card file was used to contact each youth.

Staff counselors invited these young people by letters, postcards, telephone calls, and home visits, to come to the Project office to visit with one of the counselors. About 1,000 of these young people accepted the invitation. Their strong points and their needs were assessed through interviews, tests, and conferences with personnel of the schools they had attended and with agency personnel who knew them. While continuing in their counseling relationship with these youths, the counselors referred them, when advisable, to appropriate community agencies and/or to existing or newly developed programs of education.

Evening School and Transitional Classes

Over 200 "clients" secured through the teen-age census were referred to regular evening school classes -- some academic and some vocational. In addition, over 500 were placed in newly developed, short-term transitional classes, taught in the school building from 4 p.m. to 6 p.m., when facilities were available. These classes included cosmetology, typewriting, preparation of cars for painting, clothing alterations, pressing, civil service preparation, auto mechanics, army preparation, and preemployment seminars. These had two purposes: to serve as refresher programs in reading, writing, and arithmetic in preparation for enrollment in regular evening school classes and to provide training in occupational skills required for specific jobs.

A counselor worked with the young people during the evening hours in group guidance and individual counseling. This special reinforcement was necessary to give assurance to the insecure returnees.

Cooperative Occupational Training Programs

Cooperative, occupational training programs were developed in three instances. The first involved the joint efforts of the Project, the Illinois State Employment Service, three manufacturers of men's garments, and the garment workers' union (Amalgamated Clothing Workers of America). The Project staff selected prospective trainees and gave preliminary tests; the employment service screened the trainees again and identified those who seemed to have the necessary aptitudes; the Project provided the training in a school facility, the manufacturers furnished some power equipment and consultant service, and the garment workers' union gave practical service; the employment service provided placement and follow-up counseling when needed. The needle trades classes trained seventy-eight persons. At the end of the training period, sixty of these were employed; four returned to full-time day school; four enrolled in the Manpower program; two entered the Armed Forces; one was unemployed; seven engaged in miscellaneous pursuits.

A second and similar program was developed in cooperation with Michael Reese Hospital. This program provided training for jobs below the level of nurse's aide. A short academic and guidance course of four weeks was followed by a period of on-the-job training at the hospital, the enrollees working six to eight hours per day. Of the 97 persons who completed this program, seventy-eight immediately were employed at Michael Reese; nineteen were employed at other hospitals or related health facilities.

A third program, the serving of food, was conducted in the cafeteria of Dunbar Vocational High School. The cafeteria manager became the teacher for a group of dropouts and a group of parents of Special Project students. Of the fifteen persons enrolled, fourteen completed the program. Of these, some were placed in restaurant occupations by the Illinois State Employment Service; others were able to find employment independently.

Program for Foster Children

A special pilot program at the dropout level was undertaken cooperatively in April 1963 with the Cook County Department of Public Aid. A special unit was created for wards of the state, boys living in foster homes, who had critical problems when they dropped out of school before graduation. These youths attended the 4 p.m. to 6 p.m. academic and shop classes and received more than the usual amount of guidance by the vocational guidance counselor of the Project staff. At the end of the 3-month period, 63 percent of this group went on to summer school. In September, 88 percent were involved in day school, evening school, or employment.

Programs for Parents

Work with parents was of primary importance as the Project effort was being made with the most unsuccessful families in a district that was generally very low on the socio-economic-educational scale. Parents already enrolled in P.T.A. groups, evening schools, Americanization classes, the YWCA, or other agency programs were not the target. Project interest centered upon parents who needed help in understanding their children and the school program, in developing homemaking skills, in learning about and developing competence in urban living, in achieving vocational competence, and in accepting the responsibilities of parenthood. Such parents as these were not going to the community agencies that could render assistance; so the Project staff went to them--literally into homes--to provide service to all who would accept, and great numbers did. Such service was provided in a number of ways.

The school social worker became involved with families in order to help children with problems to adjust in school. Home visits resulted in family counseling and increased competency on the part of both mothers and fathers.

The home economist became an agent who combined rural approaches with urban know-how in working with families of Project children. Sewing groups were organized that met in apartments, where mothers could bring their preschool children to play together, and meanwhile the mothers could learn to sew. Remodeling clothing, following patterns, making furniture covers--learning together--they made draperies for their homes, created good clothing out of hand-me-downs, transformed shabby living rooms into comfortable and cozy ones, and, in addition, discussed urban ways of family life in their semiweekly sessions.

One such group met in the model apartment of a public housing project, in order to learn more about cooking skills. Still another met in Dunbar Vocational High School's cafeteria kitchen to convert government surplus cornmeal and powdered milk into cookies and a chocolate drink, so that hungry elementary students using the building between 4 p.m. and 6 p.m. for special cultural, vocational, and remedial classes could have nutritional snacks. Parents involved in this preparation learned the value and versatility of surplus commodities and learned how to work in a large commercial kitchen.

Using the community and the city as a laboratory, the home economist took groups of mothers to supermarkets, in order to teach meal planning, budgeting, and intelligent purchasing; to the yard goods sections of department stores in order to teach about textiles and the qualities which make them good (or poor) bargains; to home economics demonstrations, at the central and outlying offices of utility companies, in order to teach about resources for homemakers, of which the parents had not been aware.

In cases where the social worker found the family also needed the services of a home economist, a team approach was used. Sometimes the only service needed was that of a home economist, and the social worker's special skills could be used with the cases critically in need of his type of assistance.

The youth activities counselor used an indirect method of developing security and leadership in groups. Increasing parental involvement was approached through the child, his interests and his activities, rather than by direct work with the parent. Thus, parents of children in 4-H groups and other after-school activities participated in varying ways:

> Every parent with a child in the program was contacted by phone to permit the teacher and parent to become acquainted, to advise the parent that the child was in the program, or to check on absences.
>
> The teacher of each group visited the home of the group members one or more times each semester.
>
> Parents of 4-H Club members acted as assistants to the teacher at Club meetings and on trips.
>
> Each 4-H Club member acted as host for one home meeting each semester. The child and parent performed the basic duties of home--preparing the home, receiving the guests, performing the introductions, and serving refreshments. Thus, young people and parents learned that home can be a good place for children to have their friends.

The parent education counselor worked with parents in school-oriented programs. She made home visits when necessary, but she did not attempt to set up home-based groups. She worked with principals and teachers, to encourage and lead parent activities related to school programs. In addition, she scheduled meetings in community agencies in order to deliberately expose parents to facilities available to them--the YMCA, for example--but not being used by the parents.

Tours to local businesses helped parents to understand existing employment opportunities and to learn what academic and vocational skills their children would need to enter the world of work. Tours to the City Hall and the Central Police Headquarters helped them to improve their knowledge of city government. Tours to flower shows, museums, and The Art Institute helped them to expand their horizons in planning for their families. Tours to specialty exhibits in downtown department stores--and luncheon while out--helped them to gain feelings of security as well as new experiences to share with their children.

Spring tours of two district high schools helped the parents to become acquainted with the programs and physical plants in which their children would be enrolled the following semester. A mother-daughter workshop for girl graduates to prepare for high school was outstanding.

Discussion groups considered aspects of mental health, such as available services and care; ways to help the children in reading and science; aspects of physical care, the role of food, nutrition, and habits of sleep.

> The "Large Family Project" made special efforts to enrich the lives of large families (six or more children). Accepting the premise that such families would have fewer opportunities for vacation fun and fewer opportunities to take even short trips as a group, the parent education counselor selected 75 families for a special program.
>
> Parents were visited and then invited to take their families to points of interest, with the Project furnishing bus transportation. When they accepted, and all did, the parent education counselor and the home economist then discussed the packing of a suitable lunch, the wearing of appropriate dress, and the assigning of responsibilities to each member of the family.

The educational counselor helped involve parents of diverse types of children. A "delinquency" group was organized (parents of juveniles known to the police), as was an "academically talented" counseling group. Chicago Teachers College South, in its graduate-level practicum in guidance, extended its services to the counseling of whole families and to individual meetings with the parents of academically talented students.

In addition to the efforts made by the staff of the Special Project, the school also made its own overtures to the parents in terms of the educational task to be performed with and by their children. Regular in-school parent programs were held.

Friendly interviewing of the child and the parent at the time of enrollment enabled the school staff to explain the goals of attendance, scholarship, and objectives of the special program and enabled the staff to ascertain if the parents had obvious interests or needs that could be helped by Special Project or community resources. If so, parents were enrolled in the proper program. An expression of interest in knowledge about the city government resulted in an Americanization class, offered by the Board of Education and conducted in a local church.

Personal conferences about attendance and scholastic programs further augmented the relationship.

Orientation meetings for parents, held each semester, Open House, and Parent-Interview Day for graduates stimulated parental thinking in terms of their own children's abilities and possible future.

One teacher began a series of voluntary after-school visits to homes of his pupils. Parents were so appreciative that he was encouraged to become an after-school staff member of the Project, using the same techniques, but visiting all the parents of Special Project students.

Such visits by all after-school staff established clearer rapport among home, school, and community, built closer ties in teacher-pupil-parent relationships, and enabled the teachers to obtain firsthand information on the home conditions of their pupils. The staff also helped to build a positive image of the school as an agency which reaches out to the disadvantaged family, to help it secure itself.

In addition, school-sponsored educational tours always included parents; Sunday attendance at concerts could boast of an interracial mixture of culture-seekers: faculty, children of the faculty, pupils, parents, principals, and related school personnel. This type of activity served to cement relationships between all concerned, especially the school and the community.

Outgrowths: Project into Program

It is the custom in the Chicago public schools to incorporate programs or pilot approaches into the regularly structured organization and

or pilot approaches into the regularly structured organization and

curriculum when these approaches prove effective and when conditions (space, money, personnel) permit. Since the Project's inception, a number of those successful operations made possible by it have become part of city-wide programs of schools and agencies.

Education and Vocational Guidance Centers

The inception of the program of education and vocational guidance centers took place in February 1962 when the first center, at John B. Drake School, was organized. This program was the direct result of the Special Project classes at the Douglas School. Three hundred pupils were recruited from the Special Project classes at Douglas and from the remaining elementary school population in District 11 who were age 15 or older. A program of half-day shop and half-day academic work with emphasis upon basic tool subjects, especially the communication skills, was offered.

The staff included a principal, an assistant principal, a counselor, one physical education teacher, and one classroom teacher for each twenty pupils enrolled. Teachers were selected on the basis of interest in and experience with overage youth; training and/or experience in counseling; and work experience outside the teaching discipline.

Because the program was so highly successful, it was expanded into a city-wide venture serving a population of overage, underachieving students. By January 1963, seven centers had opened. These served 1,477 pupils with a ratio of two boys to one girl (1,000 boys and 477 girls).[1] Some had foreign language handicaps; forty-two percent had attended four or more schools before coming to the centers; one-fourth of them had been in Chicago four years or less; sixty percent of their parents were born in Mississippi and eight other southern and border states;[2] thirty percent had had examinations by psychologists of the Chicago public schools' Bureau of Child Study; and at least thirty percent were receiving aid from welfare agencies.

Keeping parents informed of school and employment opportunities, in-service training of teachers, and follow-up of graduates until age 21 was, and continues to be, a part of this program.

The eighth education and vocational guidance center was opened in late 1964.

Elementary School Work Study Programs

These, also, were a direct outgrowth of the organizational pattern of the Special Project classes at Douglas School. Drake Education and Vocational Guidance Center inherited the philosophy of the elementary work-study program and the job program developed by the Project-school staffs. Developing the philosophy with its own staff, the Drake faculty, with its own job-coordinator, evolved a work-study program which has served as a pilot program for the State of Illinois.

In addition, the needle trade shop, originally installed at Drake for the exclusive use of dropouts, was gradually converted and improved to serve as as integral part of the practical work-training course for the over-16 pupil at that school.

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[1] Neal F. Simeon, "Chicago's Vocational Guidance and Education Centers: A Program for Overage Elementary School Youth," Chicago Schools Journal (October 1963), p. 15.

[2] "A Second Report on Characteristics of Students Enrolled in the Vocational Guidance and Education Centers," prepared by Blanche B. Paulson, Director, Bureau of Pupil Personnel Services, Board of Education, City of Chicago, August 1963.

Teen-age Census and Training Classes

These classes became incorporated in the new department organized in 1963 to serve the needs of out-of-school youth. The Work Experience and Post-High School Guidance program became the Urban Youth Program which developed and now includes a Census and Counseling Program and a Training and Transition Program as two of its several approaches. The Special Project after-school training program at Dunbar, the forerunner of the present program, has been retained and expanded; the hospital training program started as part of the Special Project work experience program has been expanded to serve other communities; it has also served as a pattern for programs with new cooperating hospitals.

After-School Reading Classes

These classes, begun in the Project area in 1961, have been extended to the extent of the available dollars every year since; more than 25,000 children were enrolled in disadvantaged communities in 1964-65. As the larger program became available through regular school budget funds, to more and more pupils and more and more schools, Project funds could be utilized to help those overage pupils who were very severely retarded and needed special help.

After-School and Summer Typing Classes

Typing classes for elementary school pupils held after school and in the summer by the Project are now being offered as a part of the regular summer school program for 8A graduates. Upper grade centers and education and vocational guidance centers are offering typing where possible to their students.

Family Case Work Approach

Family case work has been expanded through the addition of a Chicago public schools social worker assigned to the district. This teacher-social worker has for her special task the adjustment of truant boys under 12 years of age who are in a special program known as "Impact."

IX

EVALUATION THROUGH RESEARCH

Closely related to the Project and school staffs, but operating independently of both, was the evaluation team. Their special charge was not only to help determine the progress of the total effort toward the objective but also to make basic independent studies to assess methods and materials used with the special population of the Project.

Led by Dr. Carl Clark, chairman of the Department of Psychology at Chicago Teachers College South, the evaluation team cooperated with the evaluation section of the Department of Curriculum Development and had assistance from the Bureau of Data Processing; in addition, a member of the team was appointed to the Division of Administrative Research; thus, the evaluation-research effort was closely aligned to other facets of the school system but not restricted in activity by such relationships.

In the evaluation the answers to two general questions were sought: (1) In what areas was progress noted toward the goals, and (2) where there was little or no progress, what could be done to improve the rate of progress or to assure it. The answer to the first question required assessment, using the best instruments that were available or that could be developed. The answer to the second question required experimentation; the testing of hypotheses with their resultant rejection or retention, again using the best measurement instruments available, together with adequate experimental designs.

In order to assess progress, select experimental methods, and construct evaluation instruments, it was necessary to obtain as complete a knowledge as possible concerning the population served by the Project. Because the Project students themselves were not members of a single, uniform population, they could not be so treated in the evaluation. There were, in fact, several well-defined subpopulations. Therefore, as an analysis of the Project population progressed, the Project goals were refined and studies were undertaken in those areas possible to be researched. Descriptions of these research studies appear in Appendices C, D, E, F, G, and H. Brief accounts of some of these studies follow.

Description of Project Population

The evaluation team developed a punch card system for entering vital statistics of the pupils including place of birth, type of dwelling, parental data, and related information for use with the data processing center computer.

The gathering and entering of data and its retrieval by the computer was later taken over by other staff members.

The Answer Sheet Study (Pilot)[3]

In this study of test-answer methods in January through May 1962, the hypothesis was tested that Project children might be penalized in revealing their true abilities because of the mechanics of testing methods.

Materials Developed. Three forms of vocabulary-type tests were developed using words from the pupils' readers. The final forms of these tests turned out to be highly reliable, all over .90. Three different types of test layout of the forms were also developed for the study.

Results. It was found that pupils made significantly lower scores when separate, machine-scored answer sheets were used.

Immediate Reward Study (Pilot)[4]

It was hypothesized that the Project children would achieve at a faster rate and develop better attitudes toward school than previously if they were given increased amounts of immediate rewards by teachers, such as praise and recognition. The pilot study was undertaken in the summer of 1962 to explore methods of reward administration and measurement.

Materials Developed. Checklists were formulated for recording behavior in six different categories.

Results. Teachers expressed approval of the reward method used. Children who were rewarded more had higher amounts of positive classroom behavior and fewer amounts of negative behavior. This result was significant at the one percent level.

Immediate Reward Study (Douglas)[5]

In this larger study conducted from September 1962 to January 1963, seven classes were used. The pupils were assigned at random to each class, though six were in the experimental design proper--three experimental and three control. The effects of reward, reproof, and of general Project teaching upon academic achievement were studied as were attitudes toward school, teachers, and parents, and level of aspiration.

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[3] See Appendix C.

[4] See Appendix D.

[5] See Appendix E.

Materials Developed. The following materials were used in the study:

A checklist upon which observers recorded rewards to individual children, to the class as a whole, and attitudes toward school, materials, and authority

Vocational Level of Aspiration Test, Boys Form and Girls Form. This test was developed in conjunction with a master's degree thesis project at Chicago Teachers College South

Punch card system for computer analysis of the study data

A modification of a "semantic differential" type of test used to measure the psychological distance between the child and the teacher as perceived by the child.

Results. Results in general showed positive effects of reward, negative effects of reproof, and an overall high rate of achievement for both experimental and control groups.

Immediate Reward Study (Drake-Williams)[6]

In this study begun in the spring of 1963, an experimental design was set up to determine the effects of increased rewards to pupils upon the reading abilities of these pupils.

Materials Developed. A special reward-recording form was devised whereby students participated in their own achievement rewards through marking spaces as the teacher directed, following a classroom response.

Results. Gains in favorable attitudes toward school, teachers, and parents, and in levels of aspirations were presented in early reports of the evaluation team to the Project staff. Data from previous and ongoing studies are currently being analyzed for other implications.

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[6] See Appendix F.

APPENDICES

APPENDIX A

Staff Composition of the Special Project

1960

Director	1
Assistant director	1
Teacher-social worker	1
Parent education counselor	1
Educational counselor	1
Vocational guidance counselor	1
Youth activities counselor	1
School clerk	1

1961

Director	1
Teacher-social worker	1
Parent education counselor	1
Education counselor	1
Vocational guidance counselor	1
Home economist	1
Youth activities counselor	1
Employment counselor	1
Part-time project evaluator	1
School clerks	2
Average number of part-time teachers working 6-12 hours per week after school	25

1962

Director	1
Assistant director	1
Assistant principal	1
Parent education counselor	1
Educational counselors	2
Vocational guidance counselor	1
Youth activities counselor	1
Work-study counselor	1
Data control coder	1
School clerks	2
Part-time evening school counselor	1
Part-time project evaluator	1
Part-time assistant project evaluators	2
Average number of part-time teachers working 6-12 hours per week after school	75

1963	
Director	1
Assistant director	1
Assistant principal	1
Parent education counselor	1
Educational counselors	2
Vocational guidance counselor	1
Home economist	1
Employment counselor	1
Work-study counselor	1
Data control coder	1
School clerks	3
Part-time evening school counselor	1
Part-time project evaluator	1
Part-time assistant project evaluators	2
Average number of part-time teachers working 6-12 hours per week after school	65

1964	
Director	1
Assistant director	1
Assistant principal	1
Parent education counselor	1
Educational counselors	2
Home economist	1
Youth activities counselor	1
Data control coder	1
School clerks	2
Part-time project evaluator	1
Part-time assistant project evaluators	2
Part-time evening school counselor	1
Average number of part-time teachers working 6-12 hours per week after school	52

APPENDIX B

Cooperating Organizations, Agencies, and Businesses

The community phase of the District 11 Special Project can be partially evaluated by enumerating those organizations, agencies, and businesses which have rendered service to the pupils in the Special Project or have referred to the Project those persons who were in need of Project services. A listing of these organizations, agencies, and businesses follows.

1. Ada S. McKinley House
2. Amalgamated Clothing Workers of America
3. The Art Institute
4. Association for Family Living
5. Association of Community Councils of Metropolitan Chicago

6. Beatrice Caffery Youth Service
7. Boy Scouts of America, South Central District
8. Carson Pirie Scott and Company
9. Central South Side Community Workers
10. Chicago Federation of Settlement and Neighborhood Centers

11. Chicago Park District
12. Chicago Urban League
13. Committee of Nine
14. Cook County Department of Public Welfare
15. Cook County Welfare Rehabilitation Center

16. Cosmopolitan Chamber of Commerce
17. Drexel National Bank
18. Dunbar Vocational Evening High School
19. Elliott Donnelly Youth Center (Chicago Boys' Club)
20. Extension Service in Agriculture and Home Economics, University of Illinois (Urban 4-H Club)

21. Fuller Products Manufacturing Company
22. Girl Scouts of America, South Central District
23. Grace Presbyterian Church and Community Center
24. Hart, Schaffner and Marx
25. Henry Booth House

26. Hyde Park Neighborhood Club
27. Illinois Bell Telephone Company
28. Illinois State Employment Service
29. Illinois Youth Commission
30. Institute for Cultural Development

31. Kuppenheimer Clothing Manufacturers
32. Links Club
33. Management and Tenant Relations Departments, Chicago Housing Authority (8 projects)
34. Chicago Commission on Youth Welfare
35. Chicago Committee on Human Relations

36. Mental Health Center
37. Metropolitan YMCA (Detached Worker Program)
38. Michael Reese Hospital
39. National Cash Register Company, Chicago Office
40. Northwestern University Players (Chicago Campus)

41. Parent-Teacher Association of America (state, local, regional)
42. Phi Beta Sigma Fraternity
43. Pilgrim Baptist Church Community Center
44. Polk Brothers
45. Pre-Release Guidance Program, Department of Justice (Bureau of Prisons)

46. Randall House
47. St. Thomas Episcopal Church
48. Social Security Administration
49. South Central Kiwanis
50. Spiegel Mail Order Company

51. Supreme Life Insurance Company
52. Temporary Youth Services Committee
53. United Charities (Family Service Bureau)
54. Weinberg and Company
55. YMCA

56. Youth Bureau of the Chicago Police Department
57. YWCA
58. Zeta Phi Beta Sorority

In a number of instances, the organizations provided various types of awards to students in the Special Project. These included:

camp scholarships
YMCA memberships
used appliances (for practice in repairing)
Art Institute scholarships
scholarships to Speech Institute for Gifted (2 summers)
summer fellowship to Northern Illinois University
nursing scholarships.

These awards were accepted and eligible pupils recommended for their use.

APPENDIX C

ANSWER SHEET STUDY (PILOT)

The Effects of Answering Methods On Test Scores of Underachievers

Since the evaluation, whether it is for regular school work or for Special Project purposes, is based on measurement, usually by tests, it was determined that an initial study would be that of testing methods. It was considered that children like those in the Project could possibly be handicapped by frequently used means of getting their answers - the method of using a separate electrically scored answer sheet. Accordingly, a study was devised whereby each child would use each of three answering methods: (1) a separate answer sheet, (2) writing the letter of his answer choice to the right of the question, and (3) circling an answer choice which was immediately paired with the question cue. Random forms of the same test were used for each method, test questions and answer methods being counterbalanced, as well as order and sequence. To try out administrative methods and tests, a pilot study was undertaken using 54 randomly selected children, ages 11 to 15 in two schools, who were randomly assigned to 18 different subgroups. In this pilot study, the highest mean of scores was found in the circling method; then followed the method in which the answer choice was written to the right; the lowest mean of scores was found in the separate answer sheet method. All differences were significant at the one percent level. On the basis of the pilot study, administrative procedures were improved and the tests were made more internally consistent and reliable.

Following is the Project evaluator's complete report on the Answer Sheet Study (Pilot) to determine the effects of answering methods on test scores of underachievers.

In Chicago, the Special Project of the Research Council of the Great Cities School Improvement Studies is an experimental action project designed to discover and help children remain in school who are potential dropouts. The Project is located in a predominantely Negro district, much of which is of low socio-economic status, which contains a high proportion of dropouts and children who are having difficulties in maintaining adequate school progress.

There are, of course, many questions to be answered about the problem of the overage elementary pupil; it is a function of this Project to ask questions, to seek the answers, and to undertake exploration. This paper presents an attempt to get at an answer to one of the questions, a question which needs to be answered at an early stage, since it has to do with a measurement process which is utilized in measuring progress of pupils with certain environmental handicaps assumed to inhibit their educational advancement.

These are children who have had unsatisfactory experiences with their studies. It is possible that these children have built up negative attitudes toward their work, which could include negative attitudes toward testing situations. One very important question, therefore, might be, "Are we really getting at the knowledge these children have in the tests that we give them and with the procedures that we use in testing?" That they may have developed attitudes that will handicap them in acquiring knowledge is one matter. Are they being further handicapped in communicating what knowledge and ability they do have because of mechanics of an artificial testing situation? That is to say, they may have abilities and knowledge that they could apply with advantage on the job and in other life situations that are being inadequately measured in testing operations with which they are not in tune.

To study one phase of this problem, it was hypothesized that, in general, the use of a separate answer sheet in a testing situation, by adding to its artificiality and complexity, will handicap children like those in the Project. The handicap was not presumed to be that of lack of familiarity with the use of this answering method, since the children frequently had been tested in this way, but rather it was due to the interposition of additional mechanical requirements--such as finding the right place, using a special pencil, making marks sufficiently black, and being careful about erasures in changing answers--and of additional distance and time between the answer decision and the act of communicating the decision. It is possible, for example, that a child like one of those in the Project might decide upon a correct answer but that he would have a higher probability of incorrectly indicating his decision when using the separate answer sheet. It is possible that those who have been frequently frustrated in schoolwork and in taking tests will make more of these incorrect indications than others because of the additional uncertainties and requirements of the separate answer sheet. There is also the possibility that, together with the generally lower IQ's of these children, there will be a faster and more quickly weakening attention span that might also account for some loss, particularly when they might feel hurried by the large numbers of items on a test.

There are really, then, two principal questions that need to be answered: "Are children like those in the Project handicapped in communicating their knowledge by the separate answer sheet?" and "Is the handicap greater in the case of these children than for those with normal school achievement?" It is the purpose of the present study to answer the first of these questions and, if the answer is positive, it will be left to another study to investigate the second.

The children in the experiment were in two age groups, those who were 11 to 14 years of age in Special Project classrooms in one school and those who were 14 to 16 years of age in Project classrooms in another school. All were overage for their grades, and all were below 100 in IQ, down to approximately 75.

The basic principle of the experimental design was to have the same test tried with different answer form methods to determine the relative effects of the methods on the test scores. It was decided to compare three different answering methods: (1) one using the separate electrically scored answer sheet; (2) one requiring the letter indicating the answer choice to be written in a blank just to the right of the question; and (3) another in which the question cue and each answer choice were paired, and the answer was to be indicated by circling the correct pairing. The original idea in experimenting with this third method was to have a control with the least possible error of measurement. Not only was distance between question and answer at a minimum but also those using this method at a given time were in a separate room, thus constituting quite a small group at each school. They were given individual attention and help in the process of indicating their answers. The testing atmosphere for this group was to be as informal and friendly as possible to help diminish any negative attitudes and tensions that might interfere with their ability to do their best.

The test used to measure the dependent variable was a type of vocabulary testing method frequently used in group intelligence and achievement tests. In this type, a word is given to the left of the question sheet followed by four choices of different words, the correct choice being that of a word having the greatest similarity in meaning to that of the word first given. The words selected for the test were taken from books used to teach reading to these children.

Since there was considerable variability in IQ and reading level among these children, it was decided that the most precise measurement of the dependent variable would be obtained if each child's vocabulary was measured using each of the three answer form methods, so that differences on the dependent variable for each method could not be due to differences among the children taking the test. This procedure would necessitate that each child, along with the different answer form method, would take a different set of vocabulary questions. For this reason the vocabulary test would have to have three different forms, which can be referred to as Forms I, II, and III. These forms were composed by dividing a pool of questions at random into three different groups.

Other considerations would also have to be taken into account. It would be necessary that all answer methods be paired equally often with all test forms. It would be necessary that each answer form be taken equally often in each order of testing time--first, second, and third--to counterbalance possible fatigue, practice, or other order effects. And since it is possible that one kind of answer form might have a particular effect on those that follow, it would be necessary to counterbalance sequence effects as well, so that each answer method be equally often preceded by each of the other methods. The experimental design--the effects of forms, order, and sequence upon the answering methods--was an analysis of variance Type IV design by Lindquist (3).

To achieve the counterbalancing necessary required that the subjects in the experiment be divided at random into eighteen different subgroups. Without a random distribution into the subgroups, so that each subject is just as likely as any other to become a part of any of the subgroups, the statistical analysis would have little validity. It can be seen that the complexities of administering such a design to several different classrooms of pupils in two different school buildings would be considerable, if not impossible. It was decided, therefore, to run a pilot study first in order to test the administrative procedures as well as to provide data for improved procedures and for item analyses for improvement of the tests.

For the pilot study, fifty-four children were selected at random from the population described and were then divided randomly into the eighteen subgroups.

Each child in his initial setting had been given a packet of the three tests he was to take arranged in the order in which he was to take them, and instructions were given where he was to take them. Before a test was administered, each child was checked to see that he was about to use the proper form and method, each test that was completed was taken up, and the pupil was directed regarding what to do next. The complex testing procedure in the pilot study went smoothly, facilitated by the expert help of the counselors and teachers who administered it.

As a result of the pilot study, it was concluded that the administration of the experimental design was practical in the given setting. Though it was not planned to use the results of the pilot study as any real test of the hypotheses, it turned out that the separate answer sheet mean score was lowest; next lowest was the method in which letter choices were written to the right of the questions; and highest was the circled answer pairs. All of these differences were significant at the one percent level. None of the interactions was significant.

For the full-scale study, it was decided to make the circling of paired choices just another answering method to be compared to the others. The factor of smaller groups in the testing situation with more individual attention was left to be examined with a later study. It was further decided that the giving of test instructions and other administrative procedures would be facilitated by having each answering method used in a separate room, with the pupils changing rooms at the end of each of the three testing periods. Thus, three rooms at each school were required. The three sets of test questions were subjected to item analyses, eliminating some questions, altering others, and adding new ones. It was also decided to include another variable--age level--to investigate the possibility that the older children would be less affected by the type of answering method. This decision meant, therefore, that the analysis of variance Type IV design would be replicated at the two age levels--11 to 14 at one school and 14 to 16 at the other, thus creating a single four-dimensional design with the following variables: answer method, test form, method order and sequence, and age level. If the answer methods have greater effects at one age level than another, then this difference would be tested by the significance of the methods times age-level interaction. Should this interaction not be significant, then the overall effects of the methods would be considered, ignoring any differences for the different ages as not being demonstrably different from chance expectation.

For the full-scale study 108 children, not including those in the pilot study, were selected at random from those available in each school, making a total of 216. The 108 children at each school were divided at random, using a table of random numbers, into eighteen groups of six pupils each. It was the intention to have ninety pupils at each school in the final study, but an extra eighteen were included in case some of the papers would not be used correctly or invalidated in some way. A few papers were spoiled in each school, fortunately in different subgroups, and since the design required equal numbers in each of the subgroups, some random elimination was necessary to bring the size of all subgroups to five pupils each. The number of pupils in the final experimental design, therefore, was 180.

The results of the analysis of variance, presented in the following table, represent the comparisons among the different answer methods, the comparisons among the different test forms, the comparisons among the six different orders and sequences of taking the three answer forms, and the age-level comparison.

ANALYSIS OF VARIANCE
REPLICATED TYPE IV DESIGN - LINDQUIST (3)

Source of Variance	Degrees of Freedom	Sums of Squares	Mean Squares	f-Ratios
Between-Subjects Comparisons				
Subjects	179	45,201		
Sequence	5	511	102.2	0.40
Age	1	827	827.0	3.23
Answering methods x tests (b)	2	1,222	611.0	2.38
Answering methods x tests x sequence (b)	10	2,344	234.4	0.92
Answering methods x tests x sequence x age (b)	10	2,151	215.1	0.84
Answering methods x tests x age (b)	2	87	43.5	0.17
Sequence x age	5	1,194	238.8	0.93
Error (b)	144	36,865	256.0	
Within-Subjects Comparisons				
Within-subjects	360	4,716		
Answering method	2	254	127.0	10.81*
Tests	2	77	38.5	3.28
Answering methods x tests (w)	2	0	0.0	0.00
Tests x sequence	10	29	2.9	0.25
Answering methods x age	2	46	23.0	1.96
Tests x age	2	8	4.0	0.34
Answering methods x sequence	10	50	5.0	0.43
Answering methods x sequence x age	10	82	8.2	0.70
Tests x sequence x age	10	235	23.5	2.00
Answering methods x tests x sequence (w)	10	219	21.9	1.86
Answering methods x tests x age(w)	2	51	5.1	0.43
Answering methods x tests x sequence x age (w)	10	282	2.8	0.24
Error (w)	288	3,383	11.75	

*Significant at the one percent level.

The between-subjects comparisons are based on the total of the scores for each pupil, not differentiating among the various answering methods. These comparisons were not of major interest for the study, particularly since none was significant. The major interest of the study was in two within-subjects comparisons, the answering methods, and the answering methods x age interaction. The answering method factor represents the comparisons of the three different answering methods as determined by the total group of pupils in the study. The answering methods x age interaction represents a comparison of the answering method effects of one group, the lower age pupils, with those of the other, the higher age group. If a true answering methods x age interaction existed, it would mean that the relative effects of the answering methods differ for the different groups. If it is not significant, an age difference in not demonstrated, and the interest is in the results of the total groups, as given in the answering methods comparison.

The analysis of variance gave only one result significant at the one percent level, that for the overall answering methods variable. Since the answering methods x age interaction was not significant, the differences between the age levels would be treated as though they were merely chance differences, and the results of the study would be concerned only with the combined populations of both schools.

Since the f-ratio for the answering methods comparisons was significant, the means of these methods were compared. Results follow.

Method	Mean
Separate electrically scored answer sheet	22.79
Answer choice written to right of question	24.42
Correctly paired words circled by pupils	23.98

The difference between the mean of the separate answer sheet method and that for each of the other two methods was significant at the one percent level. The difference between the latter two means was not significant.

The results are evidence that the separate answer sheet produces lower scores than the other methods in the population of children represented in the study. Since individual, group, and test differences could not contribute to differences in results among the answering methods, it can be stated that, in general, these children have more knowledge of the kind involved in the experimental tests than is indicated by their scores in machine-scored tests.

A very important implication of this experiment is that there can be sufficient confidence in the existence of the answering method effect that its further study is warranted. Some of the questions that need to be answered by further experimentation are: Is the effect less for normal school achievers? Can the effect be entirely dissipated by sufficient training? It should be kept in mind that lack of experience with the separate answer sheet cannot explain the results of the present study. Is the effect due to a "translation loss," i.e., translating an answer choice to a letter and a letter to a mark in the proper space? Is it a result of frustration with a procedure which has requirements that are not understood? Such frustration is a common experience of these children with school procedures. There are other questions to be asked as well.

An immediate implication is that test results that are otherwise comparable ~~are of~~ questionable comparability if one result is obtained through a separate answer sheet and the other is not. It can not be assumed that a constant factor can be added or subtracted to the scores to make them comparable, as will be shown in the following paragraph. Also, if the norms for the test were established by one answering method, and another method is used in administering the test to a particular group, the norms are comparable. Particularly is it questionable that rankings or relative standings of pupils would be the same for different answering methods, with test questions held constant.

It appears evident from an examination of the data that some pupils are much more affected by the separate answer sheet than others. Though the study was not set up for intra-individual comparisons of the scores, since they are in part the results of individual interactions with different sets of test questions and different orders of taking the tests, certain observations seem warranted, though they cannot be backed up by statistical tests. For example, eleven pupils made ten to twenty-nine fewer points on the separate answer sheet than they did on writing the letter choice on the question sheet. No pupils did that much worse on the latter as compared to the separate answer sheet. Comparing the same two answering methods, forty-one pupils lost five points or more on the separate answer sheet as compared to fifteen who gained five points or more. It seems as though the separate answer sheet might produce a serious communication loss for many students. Though the differences among the means for the answering methods seem small, it should be kept in mind that the experimental design was set up to test for the existence of an effect, not for its size.

Granting that the separate answer sheet has an effect of lowering scores, as seems to have been demonstrated, it can be expected that its use will affect different individuals to a greater or lesser extent. It is possible that it has a similar effect on all the pupils in the studied population--even those who made higher scores on the separate answer sheet--since these higher scores may have resulted from chance, such as the words on the test form used with the answer sheet happening to contain a greater number of words that the pupil knew.

The results of the present study may also shed some light on the findings in another kind of answer sheet study. In a study by Clark (2) with undergraduate college students, and in a similar study by Archer and Pippert (3) with graduate students, it was found that when students change their answers they had marked on the answer sheet, they change them far more often from wrong to right than otherwise. The present study suggests the explanation that many of the changes may consist of correcting the errors induced by use of the separate answer sheet. Should this be the case, and should it be shown by later study that normal achievers are less penalized than underachievers by the separate answer sheet, one reason could be that the underachievers have less tendency, inclination, or time to go through the checking, erasing, and re-marking procedure required by the change.

The change in the procedure of administering the circling type answer method that was made after the pilot study gives another basis for speculation. When the circling type method was given in a small group with more individual attention to the members, the test scores were significantly higher than for the procedure of writing the answer letter. When the circling method was given in the larger group without the individual attention, the mean score for this method dropped below that of the other method, though the difference was not significant. Both of these methods, it will be remembered, were significantly higher than the separate answer sheet method. These results may indicate that a more informal testing situation with more individual attention will help these children do their best work. Another study, with the answering method held constant, may provide some evidence.

Perhaps having smaller groups with more individual attention of a reassuring and rewarding kind is the key, not only to better test performance but also to greater achievement in other areas, particularly in the regular classroom situation. This variable is now under concentrated study at the Project.

Summary

It was considered possible that children like those in the Special Project might be handicapped in test situations where they are requested to use a separate, electrically scored answer sheet. To test this hypothesis, an analysis of variance experimental design was set up in which the separate answer sheet method was compared with two others in which the desired choice was marked on the same sheet as the question.

A pilot study was first constructed using fifty-four children from two schools randomly distributed into eighteen different subgroups required for the design. The criterion measurement was a specially constructed word-recognition test, in three randomly equivalent forms. The results of the pilot study showed that the children did significantly poorer on the separate electrically scored answer sheet than on the other two methods.

After the pilot study, results were analyzed, the criterion tests were improved as were the administrative procedures, and the study was repeated using larger numbers of pupils at two different age levels.

The separate electrically scored answer sheet mean for the 180 pupils in the final study was again significantly lower at the percentile means of the other two methods. The difference between the age levels was not significant.

It was concluded that the children like those in the Project get lower scores on electrically scored answer sheets than they get on the same test but with the answers indicated on the same sheet as are the questions. Estimates of the knowledge or abilities of these children, therefore, need to be made with these results in mind. It is recommended that the separate answer sheet not be used for children like those in the Project--basically children who are overage for their grades--particularly where there is interest in the individual results of a test. At the very least, the answering method should be recorded along with the individual's score on a group test.

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APPENDIX D

IMMEDIATE REWARD STUDY (PILOT)

There have been many studies concerning reward and punishment and most indicate that rewarding a child will produce, in general, better achievement in whatever area one may be exploring. However, most of these studies have been done with children of normal or average academic and social achievement.

For the child who has been more or less unsuccessful throughout his academic life, it was felt here that this child needed to be subjected to a more intensive reward system. The evaluation team felt that to promise this type of child a reward at the end of the semester by passing, or to give him good grades at the end of a 5-week marking period, is not immediate enough to cause this child to make the difficult effort necessary for academic success.

Thus, it was decided to set up an experimental design to test the effects of immediate rewards on the child's study habits. It was presumed that if the child could be induced extrinsically, through immediate rewards, to improve his study habits, this desire to improve would in time become intrinsic.

The six Project classes at the Douglas School were selected for participation in the study. Using a random selection process, these students were assigned to either an experimental or control class.

In cooperation with the teachers, a checklist was prepared to record the behavior of each student during the entire instrumental period. There were six headings of possible behavior to be observed: (1) asks questions about classwork, (2) volunteers answer to question, (3) day dreams, (4) misbehaves, (5) does not work on assignment, and (6) other behavior not covered above (teacher write-in).

The teacher was expected to reward the experimental child by verbally praising him, giving the child some encouraging gesture, or by stamping "good" on some academic effort made by the child. The control group child was to receive the same amount of praise as usual. In other words, the situation with that group was to be as normal as possible.

It was hypothesized here that children of the Project who were subjected to immediate and intensive rewards would be more interested in their work and therefore become better achievers.

Involved in the study were five teachers at four different schools who taught two or three different groups of children for one hour per day. It was decided to eliminate the third group or incorporate it with one of the other two groups. This in effect gave each teacher two groups and these groups were assigned randomly to the experimental and control conditions.

It was immediately evident that a teacher would have difficulty rewarding one group more than the other, but it was decided to go ahead with the pilot study and take this into consideration in later studies. The short period of time that the teacher had these children and the fact that she had a different group each hour made this arrangement of groups necessary.

The teacher was expected to tally each instance that a child reacted based on the checklist noted above. This tallying obviously took some of the teacher's time from the actual teaching situation. Furthermore, some teachers forgot to tally a reaction and attempted to "remember" the earlier responses and enter all of them at one time. It was decided by the evaluation team to eliminate this problem in later studies.

However, it was found that the groups of children who were rewarded more had significantly more tallies of positive classroom behavior and significantly fewer tallies of negative behavior. This was significant at the one percent level.

APPENDIX E

IMMEDIATE REWARD STUDY (DOUGLAS)

The rationale for this experiment is described in the Immediate Reward Pilot Study.

Method

Three experimental groups were asked to increase the itensity and immediacy of rewards and three control groups were to continue teaching as usual. To obtain a measure of the extent of rewarding behavior on the part of the teacher to each child, a pupil observation scale card was designed to be used by students to keep a tally of the number of rewards used in the classroom.

Instruments

The changes in pupil behavior as a result of increased rewards dispensed by the teacher are now being examined. Among the variables being investigated are reading and arithmetic achievement, the psychological distance between the pupil and the teacher, the extent of the pupils' tendencies to identify with the teacher, and the pupils' attitudes in the classroom and levels of aspiration. Several standardized tests of reading and arithmetic were administered during the course of the experiment. A semantic differential scale was developed to measure the psychological distance between the child and the teacher as perceived by the child. An identification scale was constructed to measure the children's tendencies to identify with the teacher. Lastly, a level of aspiration test was constructed and administered to students.

The results of the tallies, tests, and questionnaires for this experiment will be described in a final report.

APPENDIX F

IMMEDIATE REWARD STUDY (DRAKE-WILLIAMS)

The Relationship of Immediate Rewards to Reading Achievement, Pupil-Teacher Closeness, and Parental Preference

Reading skills are perhaps the most important subject in the curriculum since most other subjects require a minimal level of reading abilities, such as word attack skills, speed, and comprehension. However, disadvantaged working class children, such as those in the Special Project, are found to have lower scores on standardized reading tests. This has been attributed to a number of factors: social class differences between teachers and pupils producing a cultural gap between the two; study materials inappropriate or irrelevant to the pupils' experience; the motivational tendencies on the part of the child towards less vicarious and immediately rewarding activities.

It was felt on the basis of our previous studies in the Project and modern theories of learning that the relationship between increased immediate rewards and reading skills might be a promising line of inquiry. An experimental design was set up to determine the effects of increased rewards upon reading abilities. About a dozen after-school reading classes with about fifteen pupils per class were selected for study. Most of the students were in grades five through eight; the age range was from 10.9 to 15.0.

Teachers were provided with special pencils and mimeographed cards to record the number of times each pupil in his class was rewarded. The teachers were asked to give verbal praise whenever an individual child made progress, no matter how slight. When praised the child made a mark on his card to indicate that he had been rewarded. At the end of the class, the number of rewards were tabulated and recorded by the pupil. Thus a running account of the number of rewards per child per day was kept.

After all the teachers and pupils were familiarized with the use of the cards, half of the groups were randomly selected for experimental purposes. The teachers in these groups were asked to increase sharply the number of rewards per child. These experimental groups are to be compared with the control groups for differences in reading progress and pupil-teacher closeness.

A preliminary analysis of interview and questionnaire data from the teachers shows that the use of card method has had an ameliorative effect on the pupils' reading and social progress. For example, there was an overwhelming concensus on the part of the teachers that: (1) they would like to see the method continued in the regular classrooms; (2) the pupils' reactions were very favorable; (3) the use of rewards in the manner described helped the children to become better readers.

Standardized tests of reading and semantic differentials were employed before and after the reward period to determine the experimental effects on reading ability and pupil-teacher closeness. This data is currently being analyzed. On the basis of previous studies and the teachers' remarks, it is anticipated that increased immediate rewards will have a beneficial effect on reading achievement and pupil-teacher relationships.

APPENDIX G

TABLES

TABLE 1

TOTAL ELEMENTARY SCHOOL MEMBERSHIP, GRADES 1-8, DISTRICT 11, AND NUMBERS AND PERCENTAGES OF MEMBERSHIP, AGES 14 AND OVER (1960-64)

Year	Total Enrollment Grades 1-8	Age 14[b]	Age 15[b]	Age 16[b]	Age 17[b]	Age 18[b]	Total 14-18	Percentages 14-18
1960[a]	15,709	764	313	54	6		1,137	7.23
1961	17,603	691	184	39	2		916	5.20
1962	16,111	854	314	72	14		1,254	7.78
1963	16,201	670	146	98	46	16[c]	976	6.02
1964	15,838	633	138	50	25	3	849[d]	5.36

[a] Denotes as of June, 1960; all others given as of September of designated year.

[b] All cases of age 14-18 included in above figures were members of Grades 4 to 8 respectively.

[c] Column headed Age 18 includes 2 pupils age 19 (1963).

[d] Does not include 22 partially-sighted pupils attending special class (Douglas Elementary School) or 23 pupils living outside District 11 but attending Drake Education and Vocational Guidance Center.

Comment: An increasing number of students over 16 years of age reflects the schools' holding power, since the overage pupils have elected to stay in school because of improved school opportunities.

TABLE 2

CATEGORIES OF ACTIVITIES OF THE SPECIAL PROJECT
(BOYS AND GIRLS)
AND NUMBERS OF SCHOOLS INVOLVED IN EACH ACTIVITY
BY YEAR (1960-64)

	Number of Schools Involved				
Categories of Activities	1960	1961	1962	1963	1964
In-school	4	3	1	12	10
After-school		4	4	5	3
Urban 4-H Club		5	3	4	3
After-school reading		2	6	6	1
Summer reading			10	5	11
C.T.C. practicum in counseling and guidance for teachers				11	7

Note: Table 2 indicates the numbers of schools in District 11 which were involved in each of the six named major categories of Special Project activities in successive years (1960-64).

Comment: The table clearly indicates the expansion and broadening of types of activities included in the Special Project, beginning in 1961. During the initial year, 1960, only the in-school program was operative.

The developmental character of the Project itself can be seen most clearly in the field of reading. During the first year, reading was included as a part of the in-school program only; in the second year, 1961, reading on a remedial clinic basis was included in the summer and after-school programs; beginning in 1962, however, reading became a major part of the summer program.

A further indication of the developmental character of the Special Project may be found in the fact that, beginning with the fourth year of the Project (1963) a practicum for teachers, emphasizing counseling and counseling techniques, was begun by the Chicago Teachers College South.

TABLE 2 (Continued)

As new Board of Education programs similar to Special Project programs were offered, the Project did not duplicate services. Therefore, there is a considerable drop in after-school reading and a drop to a lesser extent in after-school activities. This reflects the after-school reading program which reached 220 schools supported by Board of Education budget funds. It also reflects that the values of the Project 11 after-school reading program were recognized and spread not only to other schools in the district but also to children in schools in disadvantaged areas throughout the city. The after-school reading program supported by Board of Education funds began in September 1963 and served 18,479 children in 1,035 classes in 150 schools from September to December. In the March-May period of 1965, 25,539 children were served in 1,394 classes in 220 schools. A somewhat similar statement may be made in regard to after-school activities.

TABLE 3

INVOLVEMENT OF INDIVIDUAL SCHOOLS IN CATEGORIES OF ACTIVITIES OF SPECIAL PROJECT (BOYS AND GIRLS) BY YEAR (1960-64)

School	Number of Categories of Activities				
	1960	1961	1962	1963	1964[a]
Abbott		1	1	4	2
Attucks	1	1	2	2	3
Donoghue				2	3
Doolittle			1	1	2
Douglas	1	4	4	5	5
Drake		2	3	5	2
Drake Center			2	3	2
Haines			1	1	
Haven				1	1
Mayo				3	3
Oakenwald			1	2	2
Oakland				1	3
Pershing			1	1	
Phillips	1	3		2	
Raymond	1	3	4	5	4
Ward			1	1	
Williams			2	4	3
Total number of schools	4	6	12	17	13
Total number of categories of activities involved	4	14	23	43	35

[a] Activities and services from year to year were rendered on the basis of re-assessment of need and availability of staff. When pupils could be provided for by new services being rendered by the Board of Education, the Project did not duplicate the programs; for example, the after-school reading program.

TABLE 3 (Continued)

Note: This table shows the numbers and identities of District 11 schools which were involved in the Special Project in successive years. It further shows the relative growth and diffusion of the various categories of Project activities in which schools were involved in successive years.

As indicated, the total number of schools involved in one or more categories of Project activities in any given year ranged from a minimum of 4 schools in 1960 to a maximum of 17 schools in 1963. Over these five years a total of 17 different schools have been directly involved in one or more categories of activity for at least two years.

The relative diffusion of categories of activity in which individual schools participated in successive years is clearly indicated in the last lateral line at the bottom of the Table. This shows that in the first year, 1960, only four schools were involved in a single aspect of the total Special Project program whereas, in the fourth year, 1963, a total of 17 schools were involved in categories of activity which ranged from one to five categories respectively. No school was involved in all six types of program activity in any one year.

TABLE 4

NUMBERS OF ADDITIONAL FULL-TIME AND PART-TIME PERSONNEL ASSIGNED TO SPECIAL PROJECT BY YEAR (1960-64)

Major Category of Responsibility	1960		1961		1962		1963		1964[a]	
	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
Administration and supervision	2		1		2[b]	1[c]	2	1	2	1
Counseling	3		4		5	1	5	1	3	1
Parent education	2		3		2		2		2	
After-school program[d]				25		75		65		52
Evaluation						3		3		3
Clerical--data processing	1		2		3		4		3	
Total	8		10	25	12	80	13	70	10	57

[a] Personnel listed in the above Table represent net, added personnel assigned to the Special Project, over and beyond the full-time classroom teachers carrying the in-school instructional program. Regular, full-time classroom teachers, though specially assigned to the Project, were paid from regular school budget allocations for instruction. Since, however, class sizes in the Project's in-school program were smaller than those regularly operating in the elementary schools, the budgetary cost of instruction for a given number of pupils in Project classes was significantly higher than for similar numbers of pupils in non-Project classes.

[b] Includes the assistant director and an assistant principal assigned to work with Project teachers in the in-school aspects of the program.

[c] The full-time director during 1960 and 1961 became part-time director beginning in 1962, having also assumed the duties of district superintendent for District 11.

[d] Persons assigned to various duties in the after-school program were engaged for 6 to 12 hours weekly and were certified teachers. The numbers indicated as being part-time in this category represent averages for each of the years listed.

TABLE 5

FOLLOW-UP STUDY OF SIX SPECIAL PROJECT ELEMENTARY SCHOOL GRADUATING GROUPS AT DOUGLAS ELEMENTARY SCHOOL (JANUARY 1961-JUNE 1963)

Date of Elementary School Graduation	Number of Elementary School Graduates	Number Enrolled in "Home"District High School	Number Enrolled in Other Schools	Number Who Left School	Unknown
January 1961	76	47	84[a]	83[a]	34[a]
June 1961	164	94			
January 1962	64	34			
June 1962	84	54			
January 1963	55	35			
June 1963	152	130			
Total Graduates	595	394	84	83	34
Percentage of Graduates	100	66.21	14.11	13.94	5.71

[a] The figures appearing in the last three columns cover available information for the six Grade 8 graduating groups combined.

Comment: While reliable statistics for boys and girls of similar characteristics and similar backgrounds are not available for years prior to the Special Project and accurate comparisons can not be made, there seems to be no doubt that the percentage of Special Project boys and girls continuing in school beyond elementary graduation is far greater, perhaps three times as great, than would otherwise have been the case.

TABLE 6

ACCELERATION DATA ON 259 SPECIAL PROJECT ELEMENTARY SCHOOL GRADUATES (DOUGLAS ELEMENTARY SCHOOL, 1960-64) AS COMPARED WITH REGULAR ELEMENTARY SCHOOL PROGRAM EXPECTANCY

Percentage of 259 Cases	Degree of Acceleration
51	Reached high school one year earlier
16	Reached high school one-half year earlier
25	Reached high school in normal time but with higher achievement
7	Remained in elementary school one-half year longer but graduated with higher achievement
1	Remained in elementary school more than one-half year but graduated with higher achievement
100	

Note: The 259 cases studied represented all of the 595 Special Project elementary school graduates of Douglas Elementary School (1960-64) for whom adequate, comparable data (test scores, graduation) were available at the time of the study.

Comment: The data indicates that

(1) All of those graduated did, in fact, enter high school, while on the basis of prior experience, it would have been reasonable to expect that many of them would not have done so in the regular graded program.
(2) All of the 259 cases reached high school with improved achievement.
(3) Sixty-seven percent entered high school either a full year or a half year ahead of normal expectancy.
(4) An additional 25 percent entered high school at the normally expected point but with improved achievement.
(5) Eight percent of the cases remained in elementary school a half year or longer than normal expectancy but with improved achievement.

Put in another way, 92 percent of the cases accelerated their entry into high school AND improved their achievement while the remaining 8 percent, though improving their achievement, remained in elementary school longer.

TABLE 7

SELECTED DATA ON SEX, ETHNIC BACKGROUND, AND BIRTHPLACE OF 2,309 PUPILS ATTENDING SPECIAL PROJECT CLASSES, DISTRICT 11, 1961-64

SUBJECT	PERCENTAGE OF DISTRIBUTION				
	1-20	21-40	41-60	61-80	81-100
Sex					
Boys			57		
Girls			43		
Ethnic background					
Negro					98
All others (white, Oriental, Spanish-speaking)	2				
Birthplace					
Chicago, Illinois				65	
Mississippi	12				
Other southern states	10				
Other northern states	2				
Not known	11				

Note: The 2,309 cases represented by these demographic data, while not comprising all of the Douglas Elementary School population, did include all cases for which sufficient reliable information was available to warrant their inclusion. They included only boys and girls ages 10 to 17 who were attending Douglas Elementary School. It is believed that the patterns of these data fairly reflect the total Douglas Elementary School population, however.

In all cases, percentages have been rounded off to the next higher full number.

Comment: Thirty-five (35) percent or more than one in every three children who graduated were born outside of Chicago. Twenty-two (22) percent were known to have been born in Mississippi or other southern states. Eleven (11) percent could provide no evidence of birthplace. This information is pertinent in relation to the problems of the children and of the schools.

TABLE 8

SELECTED DATA ON FAMILY COMPOSITION OF 2,309 PUPILS ATTENDING DISTRICT 11 SPECIAL PROJECT CLASSES, 1961-64

SUBJECT	PERCENTAGE OF DISTRIBUTION				
	1-20	21-40	41-60	61-80	81-100
Parents or guardians living with child					
Natural mother and natural father			42		
Natural mother and stepfather	6				
Natural father and stepmother	1				
Natural mother only		38			
Natural father only	1				
Extended family (aunt, uncle, sister, brother, cousin)	3				
Grandparents	3				
Reliable information not available		6			
Adults in the home					
1 adult		39			
2 adults			49		
3 adults	6				
4 adults	2				
5 to 7 adults	1				
8 adults	1				
Reliable information not available		2			
Number of children					
1 child	6				
2 children	11				
3 children	13				
4 children	16				
5 children	16				
6 children	10				
7 children	10				
8 children	5				
9 to 11 children	6				
11 to 17 children	1				
Reliable information not available	6				

Comment: Thirty-two (32) percent, or one in three children, come from families of six or more children. Forty-eight (48) percent, or almost half of the total number of children, come from families of five or more children. Neither of these figures includes six (6) percent more of the children from whom reliable information was not available. Only forty-two (42) percent, or less than half of the children, were living with both of their natural parents.

TABLE 8 (Continued)

Note: The 2,309 cases represented by these demographic data, while not comprising all of the Douglas Elementary School population, did include all cases for which sufficient reliable information was available to warrant their inclusion. They included only boys and girls ages 10 to 17 who were attending Douglas Elementary School. It is believed that the patterns of these data fairly reflect the total Douglas Elementary School population, however.

In all cases, percentages have been rounded off to the next higher full number.

TABLE 9

SELECTED DATA ON FAMILY MOBILITY AND ENROLLMENTS IN CHICAGO PUBLIC SCHOOLS OF 2,309 PUPILS ATTENDING DISTRICT 11 SPECIAL PROJECT CLASSES, 1961-64

SUBJECT	PERCENTAGE OF DISTRIBUTION				
	1-20	21-40	41-60	61-80	81-100
Family Mobility					
No change of residence	7				
1 change of residence	13				
2 changes of residence	17				
3 changes of residence	16				
4 changes of residence	10				
5 to 9 changes of residence	13				
10 to 20 changes of residence	1				
Reliable information not available		23			
Enrollment in Chicago Schools					
1 school	16				
2 schools	20				
3 schools	17				
4 schools	12				
5 to 13 schools	13				
Reliable information not available		22			

Note: The 2,309 cases represented by these demographic data, while not comprising all of the Douglas Elementary School population, did include all cases for which sufficient reliable information was available to warrant their inclusion. They included only boys and girls ages 10 to 17 who were attending Douglas Elementary School. It is believed that the patterns of these data fairly reflect the total Douglas Elementary School population, however.

In all cases, percentages have been rounded off to the next higher full number.

TABLE 9 (Continued)

Comment: Forty (40) percent of the families in this study moved three or more times in the 3-year-period study. Forty-two (42) percent of the children were enrolled in three or more Chicago schools in that same period. This is an average of a move every year and of a different school every year for the three years. Twenty-four (24) percent of the families moved from 4 to 20 times in the 3-year period, and 25 percent of the children were enrolled in from 4 to 13 schools in that period. This is one in every four children for whom continuity in learning has been affected.

The figures for changes in family residence do not account for the 23 percent of the families who moved but for whom reliable information was not available; and the figures for the number of schools in which children were enrolled do not account for 22 percent for whom information was not available.

It is known, however, that these families had changed their places of residence and that the children had been enrolled in more than one school. This means that the number of children for whom there was serious discontinuity in learning was more than one in four and could have been close to one in two. These numbers are related to the difficulty experienced in developing and maintaining motivation and favorable attitude toward learning. Certainly all of this is related to the teaching act.

TABLE 10

SELECTED DATA ON OCCUPATION OF PARENTS, SOURCE OF REPORTED PARENT INCOME, AND HOUSING BY TENURE OF 2,309 PUPILS ATTENDING DISTRICT 11 SPECIAL PROJECT CLASSES, 1961-64

SUBJECT	PERCENTAGE OF DISTRIBUTION				
	1-20	21-40	41-60	61-80	81-100
Occupation of parents					
Unskilled labor			42		
Skilled labor	11				
White collar and semi-professional jobs	4				
Self-employment	1				
Reliable information not available			42		
Source of reported parent income					
Employment (at least one wage earner)			52		
Some form of public assistance		30			
Unemployment, pension, social security	4				
Alimony and/or child support	1				
Reliable information not available	13				
Housing by tenure					
Public housing				63	
Private rental housing (frequently substandard and/or scheduled for demolition)		34			
Ownership by occupants	2				
Reliable information not available	1				

Note: The 2,309 cases represented by these demographic data, while not comprising all of the Douglas Elementary School population, did include all cases for which sufficient reliable information was available to warrant their inclusion. They included only boys and girls ages 10 to 17 who were attending Douglas Elementary School. It is believed that the patterns of these data fairly reflect the total Douglas Elementary School population, however.

In all cases, percentages have been rounded off to the next higher full number.

TABLE 10 (Continued)

Comment: Unskilled labor accounts for 42 percent of the occupations of the parents, and another 42 percent accounts for those for whom there is no reliable information. On the bases of other studies and of observation over a period of years, 84 percent of the children may be handicapped by a lack of experiences which are conducive to success in school learning.

Support is given to this assumption when the source of income and type of housing are noted: 35 percent, or one in three, with no wage earner in the family and if the 13 percent for whom there is no information is included, then the percentage is 48; or, on the average, almost half of the children in every classroom in the school described have no one in the family earning money by means of employment. Further, 63 percent, or two in every three children in a classroom in the school cited, live in public housing. This does not include those living in private but substandard housing.

TABLE 11

AGE DISTRIBUTION OF NINTH GRADE PUPILS AS OF SEPTEMBER AT PHILLIPS HIGH SCHOOL AND BRANCH FOR EACH OF THREE YEARS - 1958, 1963, 1964

Age	1958		1963		1964	
	Number	Percentage	Number	Percentage	Number	Percentage
11 yrs. 9 mos. to 12 yrs. 8 mos.					17	1.62
12 yrs. 9 mos. to 13 yrs. 8 mos.	23	2.84	85	5.68	170	16.29
13 yrs. 9 mos. to 14 yrs. 8 mos.	254	31.43	519	34.30	491	47.07
14 yrs. 9 mos. to 15 yrs. 8 mos.	307	37.99	578	38.136	327	31.35
15 yrs. 9 mos. to 16 yrs. 8 mos.	190	23.51	285	18.836	35	3.35
16 yrs. 9 mos. to 17 yrs. 8 mos.	28	3.46	45	2.974	2	.19
17 yrs. 9 mos. to 18 yrs. 8 mos.	6	.07	1	.066	1	.09
Total	808	99.30	1513	99.993	1043	99.96

Note: Figures for 1958 and 1963 include both 9B and 9A pupils; those for 1964 include 9B pupils only. Change in promotion policy in 1964 resulted in eliminating the 9A category of pupils.

Comment: The numbers and percentages above reflect the significant increase of pupils at the ninth grade level who are within the normal age span (13 yrs. 9 mos. to 14 yrs. 8 mos.) for that grade.

TABLE 12

PERCENTAGES OF OVERAGENESS OF NINTH GRADE PUPILS AT PHILLIPS HIGH SCHOOL AND BRANCH FOR EACH OF THREE YEARS -1958, 1963, 1964

Degree of Overageness	Phillips High School and Branch		
	1958	1963	1964
At or above age-grade level	34.27	39.91	64.98
Total overage	65.73	60.09	35.02
One year overage	37.99	38.20	31.35
Over one year overage	27.74	21.89	3.67
Total	100.00	100.00	100.00

Note: The above percentages cover all entering freshmen (ninth grade pupils) both at Phillips High School and at the Branch, both those entering from Special Project elementary schools and those entering from regular programs.

Comment: Significant reduction in overageness is clearly indicated in noting that

(1) In 1958, before the Special Project was initiated, 27 of 100 pupils were over one year retarded (one of every four pupils).
(2) In 1963, 22 of 100 pupils were over one year retarded (one of every five pupils).
(3) In 1964, less than 4 out of 100 pupils were over one year retarded (less than 1 of 25 pupils).

From one in three in 1958, the number of pupils at or above age grade-level in 1964 has become two in three; thus, the number of overage has been cut in half.

TABLE 13

ANALYSIS OF FOLLOW-UP STUDY COVERING 103 SPECIAL PROJECT PUPILS TRANSFERRED TO DRAKE EDUCATION AND VOCATIONAL GUIDANCE CENTER AS OF DECEMBER 1964

Graduated from elementary school and entered high school		33
Transferred to continuation school		13
Transferred to social adjustment school		5
Transferred to other elementary schools		19
Left school		33
Correctional institution	8	
Employment	6	
Evening school	2	
Armed Forces	2	
Whereabouts unknown	9	
Other	6	
Total		103

Comment: Douglas Special Project pupils reaching the age of 14-9 whose achievement level is too low for successful high school experience, transfer to Drake Education and Vocational Guidance Center, where the majority are able to pursue acceptable social and scholastic goals. There, the small classes, increased counseling, longer school day (6 hours), maturity of the students and other favorable features of the Education and Vocational Guidance Center enable the teachers to build on the good attitudes, increased interest, and improved achievement developed in the program in Douglas Special Project classes.

The education and vocational guidance centers have proved so successful that there are now eight of them. Four more have been recommended.

TABLE 14

CHARACTERISTIC TYPES OF JOBS HELD BY SPECIAL PROJECT BOYS AND GIRLS, AGES 14-16

Receptionist in doctor's office

Grocery store stock boys (baggers, errand boys)

Receptionist in local Chamber of Commerce office

Housework (boys and girls)--a training-learning experience

Yard work--care of lawns, flowers, shrubs

Assistant salesgirl in millinery shop

Assistant waitress in snack bar

File checker for pharmacist

Stock boy in insurance company office

Addressing and stamping of mail in optical and jewelry store

Paper delivery

Delivery boy for florist shop

*Assistant in animal care in small animal hospital

Assistant in venetian blind shop

Writing gift cards for florist

Assistant at local YMCA

Assistant to painting contractor

Addressing of envelopes; general typing

Copying letters; general typing

Folding towels

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*Recommended by psychologist for therapeutic purposes

Comment: The above list is not comprehensive; it is given to illustrate the wide range of work available to both boys and girls of this age and to indicate the range of possibilities for work experience when local business and professional resources are actively exploited by competent work counseling personnel.

TABLE 15

TYPICAL JOB PLACEMENTS OF YOUTH, 16 TO 21 YEARS OLD, OUT OF SCHOOL AND OUT OF WORK, WHO ENROLLED IN HOSPITAL SERVICE OCCUPATIONAL TRAINING PROGRAM AT MICHAEL REESE HOSPITAL

Age of Trainee	Hospital Department	Nature of Work
20	Therapeutic nursery	Clerk
21	Pharmacy	Clerk-typist
17	Dietary	Trainee
17	Human reproduction laboratory	Technical assistant
24	Mandel Clinic pharmacy	File clerk
24	Mandel Clinic	Receptionist-clerk
17	Medical records	File clerk
20	Pharmacy	Pharmacy apprentice
19	Mandel Clinic	Clerk
18	Nursing education	Clerk-typist
17	Cardiovascular laboratory	Technical assistant
18	Security office	Clerk-typist
17	Dietary	Trainee
17	Central supplies	Auxiliary helper
17	Mandel Clinic (dietary)	Clerk
17	Mandel Clinic (admitting office)	File clerk
20	Business office	File clerk
20	Medical records	File clerk

Note: Each case in the above list represents a specific placement of a specific individual in one of the hospital training groups, conducted as a part of the 16-21 (dropout) program of the Project, prior to 1964. This gradually accelerating operation was included in 1961; in 1964 hospital training became a part of the Double T (Training and Transition) phase of the Urban Youth Program

TABLE 16

SCHEDULE OF AFTER-SCHOOL PROGRAM OF ACTIVITIES, DISTRICT 11 SPECIAL PROJECT, 1964 FALL AND WINTER SCHEDULE

For Pupils

Shop and Cultural Activities		Urban 4-H Activities	
Activity	Number of Weekly Meetings	Activity	Number of Weekly Meetings
Beginning typing	2	4-H photography	3
Advanced typing	2	Nature study	2
Beginning band	2	Advanced sewing	2
Drama	2	Sewing	2
Newspaper club	2	Science	2
Sewing (Alterations)	2	Fine arts	2
Appliance repair	1		
Wood products shop	1		

For Parents

Home Economist		Parent Education Counselor	
Activity	Number of Weekly Meetings	Activity	Number of Weekly Meetings
Sewing	2	Counselor devoted four days per week to home visits and individual parent meetings at office.	
Cooking	2		
Budgeting	1	One day per week was devoted to trips and group meetings. (See typical calendar on the following page.)	
Home improvement	1		

TABLE 16 (Continued)

Note: In addition to pupil after-school program activities listed above, a regular Saturday individual reading program was conducted at the Chicago Public Library branches. Teachers conducted groups to the library as a "Saturday" activity rather than an "after-school" activity.

Choral activities were offered two afternoons weekly at the Drake Education and Vocational Guidance Center, and the communication arts laboratory at the Center was used by the after-school program two afternoons weekly.

For teachers, Chicago Teachers College South offered a practicum in counseling and guidance two times per week at the College.

TABLE 17

SELECTED (ILLUSTRATIVE) SUMMARY OF SUMMER ACTIVITIES
SPECIAL PROJECT, SUMMER 1964

PUPIL ACTIVITIES

General Description of Activity	Comments
Shop and cultural classes	7 groups; total enrollment 112
Library reading groups	11 groups; total enrollment 287
Summer teen groups	1 organized group; total enrollment 48
Home economist program	Total enrollment 38
Large family groups	Total enrollment 48 families - with 6 or more children (Made group trips; average number per trip, 135)

STAFF ACTIVITIES

Home visiting	181 visits by parent education team 58 visits by teen counselors 2 visits by home economist
Trips	13 trips made with parents 26 trips made with pupils
Agency contacts	5 agency contacts
Business contacts	7 business contacts
Telephone calls to parents	370 telephone calls made by home economist, education team, and teen team
Mail distribution	1,050 mailings made by parent education team, teen team, home economist

Note: The above summary is only illustrative, not comprehensive, but it indicates the types of pupil and staff activities and the important aspect of parent involvement. Additional activities included a parent workshop, state fair participation (4-H Fair) with one state winner, portable display activities, photographic records, film slide library activities, and others.